

*The Lok Sabha re-assembled after Lunch
at Twelve minutes past Fourteen of
the Clock.*

[MR. DEPUTY SPEAKER *in the Chair*]

MOTION RE : CHALLENGE OF
EDUCATION—A POLICY
PERSPECTIVE' — *Contd.*

[*English*]

MR. DEPUTY SPEAKER : Shri
Krishna Iyer.

SHRI V.S. KRISHNA IYER (Bangalore South) : Mr. Deputy Speaker, Sir, probably it is for the first time in the history of the Education Ministry of Government of India that before formulating the policy, they have decided to consult all concerned. Ever since this document was placed before the public, there have been hundreds and thousands of seminars and symposia. I have gone through the document. It does contain useful and informative matter and it gives a lot of information and statistics. But it is disappointing in one respect that it does not give concrete proposals. Of course, Government might have decided probably that they will take a decision after consulting all concerned. But I wish they had given alternative proposals at least, so that the public would have expressed their views on the matter.

Sir, the thrust of the document has been on so many matters, in particular, universalisation of elementary education, adult education; switch over to functional literacy, reduction of drop-out rate, improvement of teacher-student ratio, delinking of jobs from degrees and so many other matters. But I would like to confine myself to two or three points.

With regard to universalisation of primary education, everybody knows that according to Article 45 of the Constitution of India, it is imperative that all children in the age group of 6-14 should be provided free education upto VII Std. We were expected to complete this universalisation of elementary education by 1960. After that 25 years have elapsed.

But unfortunately, we are very very far behind yet. It may be shocking to know that the World Bank has estimated that by the end of this century, about 54 per cent of the world's illiterates in the age group of 15-19 will be in India, if the situation continues as it is today. Sir, it is really a shameful thing. It is hightime that we should think about it seriously. As Education is in the Concurrent List, it is the responsibility of both the State and Central Governments to see that this Constitutional provision, which is mandatory is implemented in full. But unfortunately, it has failed. So why it has failed that we should ponder over. I see from the figures given in the document that from the First Five Year Plan to the present Five Year Plan, the amount provided under the plan has been decreased. When it was 56 per cent in the First Plan, now it is only about 36 per cent. The facts are like this. From a share of 56 per cent in the First Plan, it has decreased to 35 per cent in the Second Plan, 34 per cent in the Third Plan, and 30 per cent in the Fourth Plan. Again it has gone upto 32 per cent in the Fifth Plan and 36 per cent in the Sixth Plan. Still 20 per cent below the First Plan. On the other hand, between the First and Sixth Plans, the share of higher education—University education—has increased to between 9% and 16%. So we should see where the failure is. This is because sufficient funds have not been provided for the universalisation of education. I should at the same time say that is the main reason for the dropouts in the schools. I find from the statistics, that nearly 77 per cent of the children drop-out between First and Eighth standards. The main reason for this is, everybody knows that it is socio-economic problem. Because the parents want their children also to earn. Otherwise, they can't maintain themselves. That has been the main reason.

Sir, the experiment that is being carried on in Karnataka, I am sure that this august House and all State Governments should also consider. The hon. Minister of Human Resources, I am sure knows about it. In Karnataka, in all the Government Schools, the children attending the primary schools—from First to

[Shri V.S. Krishna Iyer]

Seventh Standard—have been provided with free uniforms and free text-books. During the current year, the State Government have provided, to nearly 65 lakhs of students, at a cost of Rs. 20 crores, free text-books and uniforms. Although this scheme has been introduced very recently, the results are not very sound, but by way of this the drop-outs can be minimised.

So, I would suggest that this Government of India—the Central Government—must see that all the State Governments can provide free text-books and uniforms to the School children at least upto the Seventh Standard in all the Government Schools. Though Karnataka is in a very difficult financial position and it has been reeling under famine for the past three years, it has spent about Rs. 20 crores, this year. And I am sure, the finances of many of the State Government are also not very satisfactory, it is my opinion that the Central Government must come to the rescue of the State Governments so far as this programme is concerned, that is provision of free text-books and uniforms to the children. It is very necessary and it will certainly attract the people. So, I am sure if this scheme is adopted, the drop-outs will be minimised. At the same time, I also take this opportunity to impress upon the Government—Central Government—that the amount provided in the Budget is really very-very meagre. In the First Five Year Plan—provision under education was 7 per cent of G.N.P. Now it is only 3 per cent. That is the amount we are spending on education. I am glad that some of the State Governments—the State Government of Kerala—is, spending 36 per cent of the Budget on education. Karnataka is spending about 18 to 20 per cent. All the State Governments are doing like that. According to the Statistics in the document, the State Governments have spent about Rs. 5200 crores in 1982-83, but the share of the Central Government on education, the hon. Minister must be able to tell you it is very-very meagre. If, I remember, correct, it is only 3 per cent of the whole plan. It should be revised,

Unless the Central Government provides sufficient funds for the education, it is impossible for our country to go as a proud nation—to enter as proud nation of the 21st century to which the hon. Minister had referred yesterday. So, I strongly urge for it.

Now a few words about the document, I really welcome the idea that adult education should be functional, and that there should be functional literacy. It is really shameful that in our country, the percentage of literacy is only 35, even 37 years after the achievement of independence. If we go at this rate, and if we compare with the whole world, illiteracy in India will be more than the combined world illiteracy. So, Government of India should take vigorous steps to see that illiteracy is removed.

I admit that, it is the responsibility of all of us, MPs. and other legislators, to come to the help of the Government. There should be a movement. It is not the responsibility of Government alone. Unless we join hands in this endeavour, our country cannot progress. In this field the Karnataka Government has really done well, i.e. with regard to adult education. They have got what is called *Akshara Sena*. It is a people's movement. Though it is not progressing upto our expectations. Government of India was pleased to sanction Rs. 25 lakhs to the Karnataka Government as bonus. I want Government of India to involve everybody in this effort. They should contact voluntary organizations in the States, and talk to the Chief Ministers and Education Ministers there and tell the voluntary organizations and people's representatives that it is their responsibility to see that our country becomes fully literate. I am sure the hon. Minister will take this suggestions seriously.

I am very sorry to note that women's literacy is very much less than 30%; and in the case of Scheduled Castes, it is less than 3%. The hon. lady Minister of State for Education has said that a special grant of Rs. 86 crores has been made for women's education. We see that the thrust has been on women's education, Government must see

that women are compulsorily educated. If women are educated, the whole nation will become educated. I am very happy that more funds have been provided for this purpose. I would request the hon. Minister to see that more and more funds are allotted for this purpose.

Now about the conditions in our schools. According to the statistics I have collected, out of about 5 lakh schools, 50% do not have proper buildings; 40% have no blackboards; 70% have no children's books; 80% have no drinking water facilities or lavatories. This is the position everywhere in the country, including my own State. It is an appalling condition. Of course, the main reason for this situation is financial constraint. I hope Government of India and the State Governments will seriously think as to how to improve this position.

There is a thrust in this document on vocationalization of education. The 10 Plus 2 scheme was meant to bring it about, *i.e.* to see that thrust is on it. So far, it has not been achieved. Vocational education will be successful only if you guarantee jobs in the categories in which students have received training under this 10 plus 2 scheme. I think that the public sector industries and the private sector ones must get involved in this endeavour. You must see what the requirements of the country are, what kind of technicians these where tries want, *e.g.* fitters, welders etc. You must conduct a survey and then introduce such courses in the schools. Unless you assure the students of jobs, there will be no attraction for the students to take up such courses in schools.

Mr. Deputy Speaker, Sir, out of 1600 vocational institutions in the country, 50% are in Tamil Nadu. They are doing a good work there. I am glad that in the document the thrust has been more on this, as also on agriculture and industrial education.

I would request the hon. Minister : Just as I mentioned in the case of voluntary institutions while speaking on adult

literacy, here also he should see that the employers in the industries are contacted. They must inform Government as to what are their requirements in respect of manpower—what kind of technical skill they require. Only then can Government formulate its policies properly.

Now about University education. I am very sorry to say that the University Grants Commission has not served the purpose for which it was constituted. It has failed miserably. I have a bitter experience so far as their role in Karnataka is concerned. Two Universities were established there 5 or 6 years back. Till this day, not a single paise towards grant has been given by UGC. They wanted the State Government to bring in some amendments; in the first instance, two amendments; but now they want 20 amendments to be made. They have adopted dilatory tactics. The administration there is really indifferent about it. I am sure the hon. Minister will pay attention to this.

Now about examinations. Of course, the document throws some light on examinations. I know that memory-based examination is certainly not good. But we cannot abolish it altogether. We must see that there is a radical change in the examination system, and take steps to avoid leakage of question papers, mass copying etc. I am sure the Minister will take action in this regard also.

Now about the model school. I welcome it. But the medium of instruction there should be the regional language. You have the Hindi language also. Our State is for the three language formula. But the medium of instruction must be the regional language. We must have Hindi. About English, I know you are going to have it.

With these words, I conclude.

[*Translation*]

SHRI VIRDHJI CHANDER JAIN
(Barmer) : Mr. Deputy Speaker, Sir,

[Shri Virdhi Chander Jain]

I would like to place my views before the House regarding "challenge of education—A policy perspective". As such the education policy of the country was laid down in 1968. But we neither provided adequate means in consonance with the policy nor brought about changes in the education system. Had we made adequate allocations and changed the education system in accordance with the National Policy of 1968 there would have been considerable change and we would have marched to progress.

I am placing these views before you so that you may ensure that the policy to be laid down for the education is realistic and is implemented. We have seen that the policy which is laid down is not followed and it creates adverse effect. So we should see that whatever policy we lay down is followed in letter and spirit.

The main question and challenge before our education policy is what kind of Primary education should we provide? We had decided in 1968 to raise the status of teachers. I think the way the Government is functioning will not be helpful in raising the status of teachers. The status of teachers is far below than the status of a clerk. He is not respected. The teachers should be competent and intelligent and only then can they earn respect from others. They should be well trained and dedicated. So if you propose to take a decision to implement the policy, you will have to take some positive steps. Firstly, those teachers should be sacked who are not competent and dedicated and are not qualified to teach. They may be posted as clerks or on some other posts. But we cannot tolerate those who are ruining the posterity. You should also identify the teachers who are not dedicated to the nation and are not committed to our constitution. They should also be sacked. Unless you do this, you cannot bring about desired changes in the education system. (Interruptions). If we have the will, we will get competent teachers, otherwise not. You should evolve norms for the future regarding the kind of teachers who should be appointed.

The standard of Primary education is at the lowest ebb and it is more so in the backward desert areas. Teachers do not want to go there. At some places model Girls Schools have been set up but lady teachers are not willing to go there. I would like to submit that in such inaccessible areas, backward hilly and desert areas, allowances should be paid to teachers by way of incentive to attract them otherwise we will not be able to meet the challenge of education... (Interruptions), Education is a concurrent subject. As such it is the responsibility of the Central Government to make proper arrangement for education there by earmarking special assistance for the development of desert and hill areas.

We are not paying attention towards moral education which is a very important subject. The reason for indiscipline among the students is that we are not according due importance to moral education. That is why they do not have good moral character and have developed drinking habits. The need of the hour is to develop character among students and for this purpose moral education should form part of the curriculum. They should learn about the lives of great men like Swami Vivekanand, Mahatma Gandhi. The students have no knowledge about the history of our country as well as the history of our freedom struggle. In this International Year of Youth we should acquaint the students with the history of the freedom struggle so that they may get inspiration from it and devote themselves to the task of nation building. It is imperative to do this so that they can become true citizens of the country and devote themselves to the progress of the country.

The maximum harm today is being caused by the cinema. Doordarshan too is not playing its desired role whereas it can play an important role alongwith cinema. We should utilise it in the field of education. Recently, a decision was taken to set up Indira Gandhi Open University. In this connection also, services of Akashvani and Doordarshan should be utilised. There is need to take advantage of these media in the field of

education in the border and far off areas. If we want to build our nation, we will have to stop obscenity in the films. We have already tolerated enough of this situation. We should not tolerate it any more. We have great hopes from the Hon. Prime Minister, Shri Rajiv Gandhi because he wants that our education system should be a confluence of the new changes and the old culture. He wants that along with spiritual values science and technology should also be integrated in our curricula. For this purpose, it is necessary that a radical change is brought about in it. The violence and obscenity in films should also be done away with. This medium should be utilised in the field of education. We should adopt an education policy which may inculcate ideas which are helpful in taking the country forward.

I want to say something about the 10+2+3 system also. This system has not at all been enforced in Rajasthan. It is a good system and it should be implemented there. If the resource constraint is the reason, the Central Government should provide assistance. I think it necessary also that in this International Youth Year certain concrete measures in consonance with the education policy should be taken for the character building of the youth.

I hope that the hon. Minister will consider the views expressed by me and give a new direction and that he will contribute his mite in nation building by helping actively in the uplift and progress of the country and the youth.

[English]

DR. PHULRENU GUHA (Contai) : Mr. Deputy-Speaker, the Motion is to take note. So, I am requesting the Government, through you, to take note of some of my suggestions.

My colleagues have spoken on many points, but I like to place some suggestions for women's education mainly. I shall be very brief.

In the document, extra care for women's education has not been taken.

Unless in the new education policy extra or special care for women's educations is taken, education will not spread among the women in the whole of the country.

One of our aims is to educate all people. So we have to have the plan and programme accordingly. The new education policy is to be planned very carefully. For the development of girls education plans should be drawn, and it will not be possible to spread education among women, particularly among Harijans and tribals unless some special and practical steps are taken. Only allocation of money will not help. It may be mentioned that crores of rupees of the Government are spent for population control. But we all know that unless and until women are educated population control will not be possible and the crores of rupees will continue to be spent. For spreading of girls education only free education and supply of books will not help. Child care centres should be located in the vicinity of the school. I may say that it is very much vital. Unless we do that or take some steps for that, it will not be possible for us to spread women's education. Girls can put their younger brothers and sisters in the child care centres and go to the school. There are a large number of child care centres such as creches, balwadis, day care centres ICDS centres, but there is no coordination between schools and these child care centres. Coordination must be there and more women teachers also should be appointed in schools. Local girls are to be recruited in schools as far as possible. But unless there are hostels no good teacher will be available in the school, particularly in the villages. And, the hostels for teachers are to be located in all these areas.

It should be seen that under the curriculum an outline of the Constitution is taught. Our students should know what are their fundamental rights and they should also know that men and women have equal rights and they should develop equally in our country.

Another point is that we do not have the dignity of labour because, we do not

[Dr. Phulrenu Guba]

respect people equally. We respect the people according to their status. So, there should be a system so that the school can bring up those children with the idea of dignity of labour.

I would like to mention that some importance has to be given to non-formal education and adult education.

I am very very sorry to say that in most of the cases non-formal and adult education are taken very easily. We come from the voluntary sectors and we have worked in non-formal and other educational sectors so we know that the Government in most of the cases do not take proper attention for this adult education and non-formal education. This attitude has to be changed if we really want that our students and our people are to be educated.

Primary schools are to be established within walking distances of children, particularly of girls. For secondary schools, whenever it is necessary hostels are to be established because it becomes very difficult for the girls to come all the way and it is quite often happening that parents do not like to send their daughters to schools long distance away.

Another point I like to place before the Government, through you, is that I feel very strongly that because of the long hours, girls are withdrawn from the schools and I would request the Government to examine this point whether girls are withdrawn because of the long hours.

The curriculum should be made in such a way that it can help the students to gain self-confidence. Students should know about culture of our country and people of other provinces. It is very sad that at the present moment, even the educated people do not know anything about other States. There must be some arrangement so that our students know about different States of our country.

Vocational training should be on the practical line so that after the training the girls are able to stand economically. In many places people think that vocational training for girls means only sewing and knitting. In many of the vocational training centres particularly in the villages we find that for the women vocational training is sewing and knitting and it is only for six months. For boys it can be anything but for girls it is only for six months and that too sewing and knitting.

There is a general belief that girls are not fit for science education. That attitude should be changed. Opportunity should be given to girl students for science education.

Through the new education policy our students must have a new approach in life, must have social consciousness and they must have the conviction that men and women have equal rights not only in society but in homes also. Through new education syllabus our future generation must have respect for our old culture but should not follow superstition. In many cases superstition is spoiling the real aim of our moving forward. They should learn about the freedom movement, because in the present generation many people do not know what sacrifices our older generation have made for the freedom of the country. They feel that freedom has come automatically. They must respect the people equally, because now a day we find that people quite often, respect only the moneyed ones. They must have the dignity of labour which is very much lacking in our country at the moment. They should know that they have their duties towards the society and the country.

Lastly, education should not be placed under the State sector. There should be an outline of education including syllabus for all over India if we want national unity and national integration. But each State will have the right to have its system and syllabus within the framework outlined by the Government of India. But here I must say, the Govern-

ment of India must have that framework in consultation with different States of our country.

SHRIMATI GEETA MUKHERJEE (Panskura) : Before I go in the principal discussion, at the outset, I extend my heartfelt support to the propositions and suggestions made by Dr. Phulrenu Guha on women's education. I wish I could have done the same with the Government's policy on education, but I am sorry; I cannot do that.

This document which has been placed before us is a bundle of confusion and contains contradictory postulates. It tries to give a rignarole on education. It gives statistics which reveal dismal picture of Indian education. It discusses about the constraints of the new policy or suggest or at least makes an atmosphere of some suggestions of some new steps many of which, in my opinion, are disastrous.

Now, the main thrust of the present Government on the policy of education as well as on this document is on the one hand laissez-faire and on the other elitist. These are the two principal thrusts in the sphere of education. Since you would not give me a long time, I cannot illustrate all but I would request you to give me at least a little time so that I can substantiate some of my charges ... (*Interruptions*).

MR DEPUTY SPEAKER : I am giving you little time.

SHRIMATI GEETA MUKHERJEE : Thank you, Sir. You are very sympathetic to me. This document also skilfully worked out an escape-route for the Government from the Constitutional obligation, and it seeks to reverse the concepts evolved by our people's movement for education which unfolded as a component of our struggle for independence and was carried forward even after the attainment of independence. It deals with the students and teachers with an astounding contempt.

As far as the laissez-faire and giving the Government an escape-route is concerned, why I am saying this? This document brings out the dismal picture of the primary education in our country and it is really very shocking that even after so many years of independence, India is below the average of twenty least developed countries, including Nepal and Bangladesh, in spreading literacy and in enrolling students in the age group of six to eleven. Everybody would agree that this is a deplorable condition. But then how to go out of it? The suggestion to go out of it is very interesting. By 1990 we have to universalise the primary education. How it will be done? Out of 64 million students that we have to cover in elementary education, only 25 million will be covered by the formal education and 39 million will be consumed to so-called non-formal education. I agree that in the formal education schools if there are no blackboards, no drinking water, and in some schools even no teachers, that is bad enough. But can the remedy be to consume them to a system where even the address of the school may not be found under the so-called non formal education which is going on? I am sorry to say that in some cases even the addresses of the schools are not found. It is true. The document itself says that no effective evaluation has been done of the non-formal system. Despite that, it has nothing to comment against consuming this tender-age group. Whose responsibility is that? That is directly the Government's responsibility. That is the Constitutional obligation to give universal education up to fourteen years, and not through this kind of a devious system. Therefore, I say that this is laissez-faire.

Now, why I say this is elitist? Many a friends have already mentioned, and rightly so, about the infatuation ... (*Interruptions*).

SHRI P.V. NARASIMHA RAO : You are the second.

SHRIMATI GEETA MUKHERJEE : May be inside the House, Sir, but outside the House I remind you, I will

[Shrimati Geeta Mukherjee]

show you who they are. And maybe inside the House also there may be many. Anyway, this is a favourite new found enthusiasm for the pace-setter schools and for the class. You know what is the class, Sir? That is the computer techno-literacy in schools. And you know what are the pace-setter schools? They are supposed to be those Hindi and English medium schools which will be set up all over the country in each district centre. What kind of priority is being given to these institutions in terms of finance can be understood from the fact that, of late, some allocation of Rs. 1,500 crores was made or is being contemplated to be made, if I am not mistaken. Out of this, Rs. 300 crores will be spent for this class, that is, this computer education, and Rs. 560 crores will be spent for these pace-setter schools. Who will be the beneficiary of this? Only an infinitesimal part of our student population, whom the Government is dutybound under the Constitution for bringing them under the scheme of universalisation. That being the situation, I would say this document should have had the courage to say that this is not the way. As I said to our hon. Minister for Human Resources that I may be alone or may be two at the moment in the House, but let me say that even the NCERT has opposed these pace-setter schools. I believe his Minister of State will tell him that NCERT had opposed the idea of pace-setter schools. So has the National Institute for Education Planners. Nobody will brand them with Communist ideas, I am sure. Not only that, in fact, the elitist trend has been criticised by very many intellectuals all over the country. I think you will kindly pay respect to that feeling and seriously go into this.

Now, I come to the question of vocational education. Though it is not written in this Document, yet I understand that the Government had appointed a Committee under the Vice-chancellorship of Annadurai University which made an interesting recommendation. It says, after the age of eleven, twenty per cent of students should be taken out of that

stream to be put in a vocational stream. Why should it be so? What had been our national concept on that question? What did Gandhiji say on this? He did not want to condemn some students from the age of eleven to a special stream called 'vocational stream'? He wanted that this should be accepted in the entire education, particularly through the stage of universal education. Then why should some people be taken out at the age of eleven? Is vocational training for the drop-outs? Is that the concept of vocational training? Here again I would say that this is the elitist attitude. I would like to go to the extent of saying that this is nothing but denial of national heritage. That had never been our concept. This had been the concept of Curzons, this had been the concept of Huttons and this had been the concept of Surgeons, not of the Indian National Congress in whose name you swear and in whose name we also have some respect because we also had been in the same movement. Therefore, I think you will think over it and not just laugh on this.

Now, I come to the question of financial responsibility. It is very interesting here. In keeping with the new drive for privatisation, it seems that even education is being given to private financial responsibilities. In this document itself it has been said that village community will have to assume the responsibility for maintaining the school buildings, mid-day meals, for uniforms, especially for the girls—poor girls. Now, Sir, I have no objection—I have full support—to getting finance out of the village aristocracy, from the rural rich. Let the Government take it and employ it, but not leave this sector to their care from the financial point of view or from the management point of view either.

Now, even the technical education you want to give to the industries! If this is the general drive, I would oppose it. The resources have to be mobilised by the Government itself. If it is to be mobilised from the industries, let them be mobilised from out of the industries, but let them not shirk their responsibility

or shift their responsibility to somebody else

Now, I would talk about teachers and students. The politicisation is very much criticised by this Document. I would say that there are ways and ways and there are aims and aims to criticise politicisation.

15.00 hrs.

What they want in the name of 'de-politicisation' is creating among the students and the teachers a pack of cheer-boys for the Establishment. They do not want the Establishment to be criticised. I do not think that is the heritage of our country either. The elected representation of the teachers and the students should be there in the Education Management. In fact, in the Students' movement, it is the weakening of the ideology-based politics which is at the root of many campus indisciplines; it is this and not the other way round. So, it is no use just blaming them. Of course, there are some who need to be more oriented and dedicated. That is true. But you should make the teachers' job more attractive from the point of view of wage, from the point of vertical and horizontal mobility, through promotion and training, etc. Why not create a Pedagogical stream of Service for the teachers?

Then, Sir, Distance Education is another facet about which we are all extremely worried. Distance Education which is another new fad has not been properly assessed as to its efficacy. You should do serious re-thinking about it before rushing in a big resource for that.

In the end I would say this: I think that this document whose thrust is *Laissez-faire* and elitist, is in line with Government's present thinking. I do not agree with that. Thank you.

[Translation]

PROF. NIRMALA KUMARI SHAKTAWAT (Chhittorgarh) : Mr. Deputy Speaker, Sir, education plays a pivotal

role in nation building and changes must be made in education to meet the needs of time and society. That is why in 1968 when education policy was being framed it was thought necessary to review the situation after every 5 years. Commissions like Radhakrishnan Commission, Mudaliar Commission have been appointed from time to time to review the education policy and they have given certain recommendations also. I would like to say about the suggestions made here that we are on the threshold of the 21st century and in such a situation it is necessary for us to think now itself as to what system of education and facilities should be provided to the children of the 21st century.

Education has been included in the Concurrent List and therefore, the responsibility falls on the Central Government also to see that special changes are brought about in the education. We cannot absolve ourselves of the responsibility merely by saying that it is a State subject. Similarly, the States cannot absolve themselves by saying that they have financial constraints. Education must undergo changes and modifications.

Sir, if we look at the amount being spent on education in our country, we will find that our expenditure on education is next only to the Defence. We are spending 3 per cent on education but in spite of this several schemes remain unimplemented and there are many shortcomings in our education. I would like to suggest through you that the expenditure on education should be increased from 3 to 6 per cent so that we are able to make the desired changes in the education.

Sir, in the Directive Principles of the Constitution, there is a provision for compulsory and free education and we will not be able to fulfil it till we increase the allocation of funds on education. For the bright future of the most precious trust of the nation, we will have to increase the expenditure on education. In India the manpower is largely illiterate or semi-literate and in if a census of the illiterate persons in the world is held,

[Prof. Nirmala Kumari Shaktawat]

India would account for the largest number. And the result will be that by the end of this century, 50 crore persons that is 45 per cent people in India will be illiterate. Therefore, we should think of bringing changes within the resources available to us.

Sir, many a time it has been said that our education system is faulty and as such, it should be changed. It has become a fashion to say this but little has been said about what are the faults, what type of challenges we are facing and how can they be removed and what should be the shape of our education? I would like to submit that the system of education in India has undergone several changes because our education system in the Mughal period was different from the one in the Vedic period and our present education system is different from the British education system. Brilliant scientists like Ramanna and Khurana are the products of this education system and it is only because of such scientists that we have seen 'green revolution' and 'white revolution' in our country but this needs to be modified a little according to the needs of the time.

Sir, are we not aware that our doctors and engineers are working in the Middle East Countries and other parts of the world. Had our entire education system been faulty, we would not have got so many achievements to our credit. But I would like to point out this much that there has been one lacuna in our education system and that is we have not been able to Indianise it whereas China, Japan and Russia have made progress with their own resources. It is our misfortune that we have been tolerating the system of education imposed by Lord Macaulay. Therefore, Sir, it is my humble submission that the debate is commendable because it seeks to discuss the education policy and I hope that many scholars will take part in it and on that basis you will be able to take a well considered decision on the new education policy. Also, you will be able to think about the shape to be given to our education in the 21st century so that there is all round development of our personality.

Sir, I would request you to divide education into 5 parts—pre-primary education, primary education, secondary education, university education and adult and informal education. Under the pre-primary education the child should be introduced to education. In our country, ICDS programmes and 'Anganbaris' are being run but, Sir, I am sorry to say that they are in very bad shape. We get a chance to see these institutions during the tours of Estimates Committees and other Committees. The condition of the 'Anganbaris' particularly in Assam, Rajasthan and Gujarat is appalling. There is no space for children and they are all huddled in one room, there is no proper system for providing meals and education, and no facilities are available for playing. The staff posted in these institutions is not fully trained. Therefore, the condition there is miserable. Sir, I, therefore, suggest that you should appoint such lady teachers there who are conversant with child psychology and education psychology. You have fixed Rs. 100 for under matriculates and Rs. 200 for matriculates. What are your minimum wages? Rs. 11 are paid as minimum wages and you want the teachers to work for Rs. 100 a month. That is not possible. I suggest that substantial increase should be made in the pay scales of the teachers of the *Anganbaris* and only then good teachers will come forward.

At present, in primary education also there are many shortcomings. We have not been able to provide free and universal education. In schools, there are neither black boards nor other facilities. In Rajasthan, there are primary schools where drinking water is not available. Therefore, first of all we will have to ensure whether they are getting all the facilities or not. We cannot just say that it is a State subject. We will have to pay attention towards education, which is an important subject. It will not be proper to leave this to the States.

The syllabus prescribed in the primary schools is dull. That is why the number of drop outs is quite high. In this connection I suggest that at the time of framing the education policy, it should be ensured that practical education is linked

with the theory. Teachers should take the children outside the class and show them rivers, hills etc. If the theory is linked with practical education, it will not remain uninteresting.

You are thinking of imparting pre-primary education through Doordarshan. It is a welcome step. It will be better if in the new education policy primary schools are also covered under this programme.

The poverty is the main reason for drop-outs in schools. The parents do so because they want their wards to help them in their work. Therefore, 'Earn and learn' Programme will have to be implemented. In many states it has been implemented also.

At present the teachers are not fully qualified. A teacher is like a burning lamp, who lights many other lamps. If that lamp is without light, how can we imagine that he will be able to impart good education to children? In this regard I suggest that orientation courses may be introduced for teachers and special care should be observed in their selection.

A lot of controversy has been raised about public schools these days. Some people say that public schools should be closed down. My view is that some of the public schools impart very good education. We shall have to adopt their good pattern. Suppose a man has ugly face. It does not mean that the beautiful face of another person should be disfigured. It will not be proper. We must adopt what is good in public schools.

Now I would like to come to secondary education. Adolescent education is very important. We will have to give a serious thought to it. You have contemplated about model Schools. I welcome this idea. The other schools in the district will be asked to follow the pattern of these schools. The branches

of schools running on this pattern should be opened at other places also.

We welcome the three-language formula. The hon. Member from Tamil Nadu had not supported this formula yesterday, but I would like to submit that it would be proper if the regional language, English and Hindi from part of the curriculum.

Besides, I would like to submit that secondary education should be made fully vocational. Your pattern of education is defective. The method of question setting and examination is also defective. There is need to improve it. I would like to submit that it would be better if you introduce semester system in secondary and higher education. It will make the students very regular. (*Interruptions*) I would also like to say something about the university education. Today our universities, which are the temples of our education, have become factories producing unemployed only. Why is there student unrest today? What are the reasons therefor? I would like to submit that today in the name of autonomy, universities are afflicted with regionalism and casteism. It needs much improvement.

Education is a concurrent subject. I would, therefore, like to give an important suggestion that primary and secondary education may be left to the States, but college and university education should remain under the Central Government in order to implement a universal and uniform pattern which would facilitate the migration of students from Tamil Nadu to Rajasthan and vice versa. (*Interruptions*) I would also like to suggest that a University Selection Commission may be set up on the pattern of Union Public Service Commission in order to ensure selection of good teachers and to transfer a teacher from one university to another. A teacher of Tamil Nadu can be transferred to Rajasthan and a Rajasthan teacher can be posted in Jammu and Kashmir. It will be possible

[Prof. Nirmala Kumari Shaktawat]
only when you set up a University Service Commission (*Interruptions*) At present technical education centres have many defects. I welcome the idea of the Indira Gandhi Open University and hope that it would also earn recognition in the world like Cambridge and Oxford Universities. You should make arrangements to run it on the same pattern. With this hope I feel that our learned Minister would take all these things into account while making radical changes in the education system and would give a practical shape to the educational system in the 21st Century.

[English]

SHRI EDUARDO FALEIRO (Mormugao) : Mr. Deputy-Speaker, Sir, this debate is welcome on many counts, and not the least of them on account of the fact that, for the first time since independence, for the first time in the history of Indian Parliament, the education policy is being placed before the House, the education policy is being brought in perspective by the Government, before it is finalised. Many times education policies have been discussed in this House, but never before, as far as records go, has the perspective been placed before this House, has a debate been provoked in this House, has a national debate in fact been provoked, before the policy is finalised. On this count, Government deserves to be congratulated, not merely on the limited sphere of education but on the larger perspective because Parliament's role is not merely that of a rubber-stamp sanctioning the policies after the Government has made them, but Parliament's role, the traditional role, the dignified role, the role at the source, the Parliament, as an input in the formulation of Government's policy.

PROF. SAIFUDDIN SOZ : Model schools have been sanctioned without any consultation with us, without any discussion here.

SHRI EDUARDO FALEIRO : As you have given me limited time Sir, I

will not go into the model school concept which my friend has mentioned.

Most of us have children. Most of us, while speaking against the model schools in this House, make all efforts to put our children in model schools! I am sure, it has happened with Professor, it has happened with me at least. What I would like to emphasize here is that contrary to what very often happens, policies are framed by the Government and they are discussed here *ex post facto*.

In this case I welcome the approach of the Government of coming here with the perspective. It is not merely in this House by initiating a national debate, but also having this debate at all levels in all States, Managements, teachers, representatives of students and all those concerned with education have been involved in this debate and finally this policy perspective has come before the Parliament.

I commend the Government and I only say that let this example be followed by other Ministries. It is a bit embarrassing for us at this side to defend the Government when plans and other documents are discussed—Five Year Plans, we have seen, in Parliament being discussed in the fourth year of its implementation and then discussions go on. This is really just a formality devoid of substance, a shell of a debate which lacks thrust which lacks content and, therefore, let this example in which the role of Parliament is reasserted as an important input in the formulation of Government policies, persist, continue and spread to all the Ministries.

The document itself, Mr. Deputy Speaker, is not worthy. Challenge of Education—A Policy Perspective. It does not often happen with official documents of such nature; it does not gloss over failures and only highlight out of proportion achievements, real or supposed. Here, we have a document which is frank, which is forthright, which is sincere, which is honest, which is

courageous particularly in admitting failures. It is courageous saying particularly where we have gone wrong, it is courageous and full of enthusiasm and honesty in trying to find a way out, a path out, to bring this country into the 21st century with the people fully geared to face the challenge ahead, with the people channelising the national energy in one direction and the national energy channelising in the direction of building the country, so that this great country gets the place of honour, gets the pride of place in the comity of nations which it really deserves.

Sir, it is all very good. Let us look at the document itself from the point of view of failures. Let me say that there is no reason for this House or for this country to be unduly pessimistic. It is undoubtedly a fact and anybody who moves around does know that India today is an example for the developing countries. If you speak of technology for the African countries, or for the newly independent Asian countries, or for the Latin American countries, you immediately think of the appropriate technology which has been created by this country itself. What is being said again and again is that the technology of the European and Western countries is not the appropriate technology for the developing countries. What is appropriate is the success in many fields which this country has gone into, what is successfully implemented and the solutions found to many of the problems by our technologists in various fields.

The entire developing world looks forward to the solutions found by our technologists, by our scientists, by our intelligentsia to many of the problems which today the so called third world is facing. While we say this, while we undoubtedly acclaim the achievements of the Government since independence, in having the third largest technical man-power in the world, while we acclaim this, we cannot but—and this is what this document provokes us today—also appreciate or gloss over the fact that the very commitment made by our forefathers, the very position predicated

by the founding fathers of the Constitution in Art 45 that every child, that every citizen, that every human being belonging to this country, must get compulsory education upto the age of 14. This commitment which was there in the Constitution was to be implemented within 10 years of the framing and coming into force of the Constitution. Alas, thirty years have passed and still it is very far away, it is very distant and it is very remote. Art 45 of the Constitution, as the framers of the Constitution put it, imposes on the Government a duty that the State shall endeavour to provide within a period of 10 years. Now where are the ten years from the framing of the Constitution? How long back it has ceased to be? Within a period of ten years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of 14 years. We have not been able to achieve this and until we achieve this, until all the citizens have reached the minimum level of education, the country cannot really progress. The country can definitely not merely not take up the challenges of the 21st century but cannot even take up with vigour the potential this country has and cannot even take up the challenges of the remaining few years of the present century.

What is the position in the schools? What is happening? A writer here says this and he poses this question—which question is relevant for everybody in this House and a question which Government would perhaps like to say something about. And the question in this: how many of the 4,74,636 primary schools especially the 1,64,931 single teacher schools are in actual existence? How many are on paper is the question and how many are existing as schools and how many of them have buildings, teachers, benches, black-boards, etc., etc.? Everyone concerned with the rural development, everyone who comes from a rural constituency just knows that if you just go around, you will find schools which are cowsheds. You find schools where one teacher is supposed to take 5 classes at the same time. It is a miracle. It is a thing which is not

[Shri Eduardo Faleiro]

possible. It defies the concept of times and space one teacher holding five classes, different classes at the same time, and this has happened. How many of these schools exist on paper? How far can single teacher schools be successful and how far they can fulfil even partially the objective of schools condition imposed upon them. According to the All India Educational Survey of 1978, 9% of the primary schools have no buildings, 9% of the primary schools have no building, 41.5% have no chalk-boards and these are the figures of not any particular individual, these are the figures given by a government agency—the All India Educational Survey of 1978. About 53% have no playgrounds, 89% of the primary schools in the rural areas lack even the basic facilities like lavatories or urinals. This is the condition of schools and in this condition how are we going to build up citizens that we look for?

What is the meaning of this education? Does this education go even a little beyond the scheme or does it even touch the scheme at all? These are the questions that one poses and these are serious questions. The challenges I have mentioned, I have just touched the school level, I am not touching universities. I am not touching the wide gamut of the discussion that my colleague has touched. On this question alone, I would like to say that while the Government show this much of determination in tackling the problem of education, this much of enthusiasm now is the Government going to fulfil these objectives? Is there any reasonable expectation of the Government fulfilling the objectives it has imposed upon itself or not? The answer has got to be that as per the financial allocation alone and looking at the figures alone, the Government cannot fulfil the expectations which have been raised by it. The Government cannot fulfil the objectives that it has imposed upon itself.

Now, if you look at the figures, the figures are as follows. Allocation of figures...

MR. DEPUTY SPEAKER : Please now conclude.

SHRI EDUARDO FALEIRO : Please give me a couple of minutes more.

Just look at the allocation in the budget and see if this objective of the Government can be implemented on the face of these allocations

MR. DEPUTY SPEAKER : It is not necessary to read the figures.

SHRI EDUARDO FALEIRO : The figures are relevant to show that Government has an objective which cannot be fulfilled. Rs. 6,382.64 crores have been assigned for the entire Ministry of Human Resources Developing including education, culture, youth affairs, sports and so on and so forth representing 3.5 per cent of the Plan outlay. It is an improvement over the Sixth Plan figure of Rs. 2,524 crores which represented 2.6 per cent of that outlay.

Sir, however, the Planning Commission Steering Group on funds for human resources development sector had given a requirement of Rs. 15,400 crores. From Rs. 15,400 crores the figure has been reduced to Rs. 6,382.64 crores. What is going to happen! The Group suggested that elementary education would require Rs. 6,400 crores. That means elementary education would require more than the entire budget of the Human Resources Development Ministry. Adult education is another important sector where an investment of Rs. 1365 crores has been suggested. What do these figures reveal? These figures reveal that you have not given to this Department even half of the amount that your own Committee had recommended and what you have given to the entire Department is less than what just a small section—though an important section—of this Department requires, namely, elementary education.

MR. DEPUTY SPEAKER : Please conclude now.

SHRI EDUARDO FALEIRO : Sir, even within this limited allocation the educational institutions can definitely do

a good deal and I suggest that we must have the Government to fulfil the Constitutional obligation imposed on it when it was made a party to educational process by including Union of India in the Concurrent List by having a common national curriculum framework. We are not saying you interfere with the States unnecessarily. What we say is that you have a curriculum which is common to all the States. You get discipline involved for everybody where everybody develops child from the very beginning with respect for manual labour and apart from the respect for manual labour if the country is to get into scientific and technological age development also commitment to the nation.

Sir, those of us in the House and those who have been involved in the freedom struggle did not fight for any material gain. It was at the cost of their life itself. There was a challenge and danger to their life. They did this because they had a commitment to the nation. This example should go down to the children. Let them develop as good citizens; as citizens committed to the unity of the nation and for building of a nation to which all of us should be proud of in the 21st century.

PROF. SAIFUDDIN SOZ (Bara-mulla) : Mr Deputy-Speaker, Sir, unfortunately, I did not hear the hon. Minister yesterday, but I come to know that he made a very brief but lucid speech. When I heard Shrimati Geeta Mukherjee and Shri Faleiro now, I am reminded of a couplet :

*Dekhna takreer ka lazzat jo usne kaha,
Meine ye jana ki goya hamara dil mein hai.*

There is no disagreement so far as hon. Minister's speech yesterday, or what I heard from Shri Faleiro or Shrimati Geeta Mukherjee are concerned, or even what I have heard earlier. I must say that it is only a difference in stress. The goal is the same. I am in a very difficult situation. I have a lot of sympathy for the cause which is dear to the Prime Minister, or Shri Narasimha Rao. They want a change in the system of education, I agree with them.

I will not repeat the figures that have been quoted here; I am skipping that over. I want to raise some basic issues. There is an element of embarrassment for me, even after I say that I have a lot of sympathy and appreciation for the stand taken by the Prime Minister and Shri Narasimha Rao. Earlier he had said that he would again discuss this with us in the Consultative Committee, but now he comes to the Parliament directly, but still I agree with him; he came to the Parliament because it was already late. But this document which is really a good document should have been authored; it is not authored now. In essential elements, I agree with Shri Faleiro. This document should have been prepared by Shri Narasimha Rao's predecessor; he could have invited a couple of experts and tell them that we have wasted so many years, but now we must do something hurriedly. This document has been prepared by the Ministry of Education. I do not doubt, there are brainy people in the Ministry, but I cannot accept the Ministry of Education to be the repository of all wisdom. Therefore, this is a great lapse. When a document is authored, they are answerable. The Kothari Commission consisted of 10-11 persons; they were answerable to the faculty members, teachers, educators outside the precincts of the Ministry or the Board where they decided. That would add a dimension to this report. I agree with Shri Faleiro that this is the first time that a kind of debate has taken place here. But I feel that it was not correct not to have an authentic document before us. This document has so many good elements and I would come to that, but as I said, it should have been authorised. We want to know, who prepared it. Ministry can take a stand like Pal Bran that whatever is prepared in the kitchen is not necessarily produced or decided in the kitchen. They must have consulted experts, but this document should have been authored. Anyway, as I said, I will not go into the details. The Ministry has its own experts, but it would be necessary for the Ministry to consult people, but the Ministry has not done it.

I will now straightway come to the paper 'Challenge of Education—a policy

[Prof. Saifuddin Soz]

perspective'. I must congratulate the Minister of Human Resources Development for the Seminars that the Ministry organised very sincerely, and which have generated a very good debate throughout the country. I had occasions to go to some seminars. I must congratulate the Ministry for organizing these seminars. The seminars reflected divergent opinions, but finally, the seminars came to some consensus and the Ministry must take notice of that consensus. I must congratulate the Ministry for ruthless admission of failures. Just now, Mr. Faleiro made a passing reference to the document in that respect. It is a ruthless admission, a thing which had never happened before. We have some document from the Ministry that was ruthless in admitting its failures. But afterwards, after that ruthless admission of these failures and constraints, the Ministry, I am sorry to say, did not pinpoint the fields which require pointed attention.

Now, you all feel very happy that you have got everything with this 'Human Resources Development'. I beg to differ with you. Where is the Ministry of Human Resources Development? I had gone through the Seventh Plan Document. I am not saying all this to show my eloquence before you. But I am challenging you on the basis of material that you yourself have produced. What is the priority that you have given to this Human Resources Development? It has the same priority as it had earlier. Education has the same kitty. Where are the funds? I invite your attention to the Seventh Plan Document which was not discussed here. In its preface by Shri Manmohan Singh, I find that vegetables have come first and oilseeds and other things have come first. But poor 'Education' has come last. I tell you, it is on page 10 under Item (vi). The preface of this document does not mention that the Seventh Plan document wants a revolution through education. I would read only three lines because the time at my disposal is very limited. It says :

"The proposed pattern of resource allocation is designed to ensure

that the country will remain self-sufficient in food and that significant progress will be made in increasing the production of vegetable oils, pulses, vegetables and horticulture."

It comes to education very late. When it comes to education, the document says something about Human Resources Development. But it was also found in the Sixth Plan. I have been a student of economics. I see the same phraseology. On page 12 in Section (xii) the Document says :

"Another major thrust area in the Seventh Plan is human resource development. Public Sector outlays for social services show a significant increase as compared to the Sixth Plan. The plan seeks to facilitate development of the human potential in terms of self respect, self-reliance and a life of dignity. Apart from expansion of the existing programmes in education, health, provision of clean drinking water and sanitation, new initiatives and innovative measures are contemplated in these areas."

I have studied this Plan Document. I do not find that revolution which Shri Rajiv Gandhi and Shri Narasimha Rao would like to bring forth. The Plan Document does not say anything about it at all.

When I come to resources, I will prove that Education has not properly been funded at all, even though Shri Narasimha Rao has fought a great battle. Here I would like to remind you about a small Persian couplet, which is as follows :

*Bah har range ki khawahi jame mi posh,
Man andage kudat ru mi shanasam.*

[Translation]

The poet is addressing the lover; a lover can be both male as well as female, I have translated it into neutral gender. My lover, You may wear any dress, I shall recognise you from your stature".

You may call it human resources development or something else.

[English]

Education has no priority or at least it does not have the right type of priority and that is what I am proving from the Plan Document. You may call it Human Resource Development, but that does not make any difference to us, because facts reveal that we have not paid any attention to it.

Now, before coming to the Status Paper "Challenge of Education", I have some basic issues to raise here. I want to pose a challenge to the hon. Minister. And this is my challenge. Will he like to be the godfather of Education? That is my point. I know and I think all the people here will agree with me that Industry has got a godfather; Commerce has got a godfather; and excuse me for saying so, but every lucrative field has got godfathers. Educationists, experts, teachers, parliamentarians and all the people of India feel that Education has no godfather. Will Mr. Narasimha Rao rise to the occasion to say that he will be the god father for education? I feel he could do it because I came to know recently that he followed the same style of Sheikh Mohammad Abdullah of keeping education to himself, when he was the Chief Minister of Andhra Pradesh, because Sheikh Abdullah had education with him when he was the Chief Minister of Jammu and Kashmir State.

Then Sir, if you accept that role, that is very important, then I will tell you, kindly stop this battle of priorities—education versus defence, education versus industry, education versus commerce. Commerce is important. Tourism is important. Defence is important. Industry is important. But education is basic to all development. So that importance is not there. I want to invite the hon. Minister's attention to only one thing, that in a small area, education showed a revolution. I am not going into the details because there is no time for that. I would prove the points. I have not yet started.

MR. DEPUTY SPEAKER : 12 minutes I have allowed. You try to wind up.

PROF. SAIFUDDIN SOZ : Because of importance given to female education, there was revolution in the mortality rate and the fertility rate and both rates are very important. And this in the fertility rate based on 1972 and 1978 Sample Registration Scheme Data was 13 per cent to 37 per cent in rural areas and 13 per cent to 44 per cent in the urban areas—in the age group of 15 to 44 years, that shows in a small area. And I accept the figures of the 'Challenge of Education' document. You say enrollment has improved, I agree. You say in female sector there is larger improvement, I accept the fact. And because of that, I tell you that education can revolutionise the whole scene of economic development, provided you allot priority to it. So there should be no education versus industry, that industry is important, vegetables are important, food is important, everything is important, but education is basic to all developments. Since there is no time, I am not reading out a paragraph or two from the Kothari Commission's Report/which is gathering dust in the Almirahs, but I thought that I would have time to remind you that, Kothari Commission told you how education is very basically important to all development in the country.

SHRI VIRDHI CHANDER JAIN :
Food is important or education is important.

AN HON. MEMBER : Both

SHRI VIRDHI CHANDER JAIN :
You are not giving both.

PROF. SAIFUDDIN SOZ : Then I come to priority—priority for education. Some people say that priority will come to education, if you put it into the Union List. I say you put it in the Concurrent List. But somebody whispered are you not educated enough? It is already in the Concurrent List. I tell you that it is not in the Concurrent List. This

[Prof. Saifuddin Soz]

must be known to the hon. Minister why do you show or prove that it is in the Concurrent List? It is in the Concurrent List only in name. The Ministry must exhibit its personality before the States, because the Ministry has institutions at the national level like NCERT, NIPA, UGC. It has a host of institutions. Therefore, if you want to reform things, then do your duty by keeping effective education in the Concurrent List. That priority should be there.

Now, you cannot leave anything to the States, I will briefly tell you what happened in Jammu and Kahmir. I don't come to politics. We had science and mathematics made compulsory in the Jammu and Kashmir State and they appointed teachers who are matriculates. They preferred them to MSCs. Who is there to ask the States, what they are doing? Therefore, the Ministry must accept its responsibility. Now again on this background, I want you to formulate a policy for new revolution. This is the document which I have already explained. When you start, first of all, I would say that there are no resources for education. You just bear with me, I will show you only one thing.

MR. DEPUTY SPEAKER : You have already said it.

PROF. SAIFUDDIN SOZ : I am going to say something very important.

MR. DEPUTY SPEAKER : From whatever you told just now, everything is important, I feel.

PROF. SAIFUDDIN SOZ : As far as resources are concerned, there are only Rs. 6,000 crores. I have calculated this. It is less than 3 per cent. I agree that it is 3 per cent. It is not more than what you had in the Sixth Plan. You have had 3 per cent of the Budget. So how do you say that you have more money and there is more money than the hon. Minister has unfortunately decided to spend on model schools. I will come to that a little later.

MR. DEPUTY SPEAKER : A little later?

PROF. SAIFUDDIN SOZ : Bear with me, Sir.

MR. DEPUTY SPEAKER : You are putting me in an embarrassing situation.

PROF. SAIFUDDIN SOZ : So, it is elementary. Universalization of every education is the basic thing. I crave the indulgence of the hon. Minister. It was a Constitutional obligation.

Time is not there; otherwise, I would read from the Kothari Commission's report. Kothari had visualized this situation in 1976 itself. We were already late at that time. I tell you that universalization of education has not taken place. It was a Constitutional responsibility. We have not done it.

SHRI P.V. NARASIMHA RAO : Why don't you say something on which you do not agree, viz, model schools?

PROF. SAIFUDDIN SOZ : On universalization you do not agree.

SHRI P.V. NARASIMHA RAO : There we agree.

PROF. SAIFUDDIN SOZ : On these things you do not agree: universalisation of education, democratization of education and model schools. Elementary education is very important; and in the Plan document, Mr. Manmohan Singh says with authority that he will succeed in universalization of education by the end of century. This is not correct, because you have a drop-out rate, according to your own admission, of 76%, by Class IX. I agree, the Ministry has done a very good job in this document. There are figures which I accept. They are correct. The enrolment has improved, so far as boys and girls are concerned. But the drop out rate is 76%. You should match the drop out rate with enrolment. There are transparencies, researches and data banks in NCERT, and recently in NEPA also. There are

also some kind of figures. You look into these figures.

I say these for the record, because I know everybody is in a hurry ; and I do not know why you are not going to listen to me.

MR. DEPUTY SPEAKER : Everybody is listening.

SHRI RAM PIYARE PANIKA (Robertsganj) : You must care for others also.

PROF. SAIFUDDIN SOZ : When sufficient funds are not available for univresalization of education, when you do continuing education, adult education and many things, and you also do the elitist drama, you will not universalize even by 2050 AD. This is my challenge. I, therefore, request the hon. Minister kindly listen to me and others universalize education, make primary and elementary education compulsory. For those who do not come to the school, take the school to them, wherever they are working. I agree with that type of continuing education. But where are the funds ?

SHRI P.V. NARASIMHA RAO : Please tell me how exactly do we make elementary education compulsory, because I know of many States where laws have been passed. My own has been perhaps one of the first States where the law has been passed. But it has never been, it could never be implemented.

PROF. SAIFUDDIN SOZ : I know the concern the Minister has for education ; and this concern will certainly pay some dividends. We have not altogether failed. Science potential is there. Scientists are there. We are not only ahead of the Third World. I can say that we can compare ourselves, so far as potential is concerned, and we can compete with any country.

[*Translation*]

SHRI P.V. NARASIMHA RAO : Please reply to my query so that I may be enlightened.

PROF. SAIFUDDIN SOZ : Sir, I am just coming to that.

[*English*]

MR. DEPUTY SPEAKER : Taking advantage of your request, Mr. Minister, he will take one hour. That is the problem.

SHRI P.V. NARASIMHA RAO : If he is going to give me some information or some methods or suggestions on which I can act, I would say : please cut from my time, and give it to him.

SHRI A.E.T. BARROW (Nominated Anglo-Indian) : At the end of his speech, he will give suggestions.

[*Translation*]

SHRI P.V. NARASIMHA RAO : Please tell me in telegraphic language and nothing else.

[*English*]

PROF. SAIFUDDIN SOZ : Our first assurance is that you have tremendous concern for elementary education. I know that ; but if you democratize education, if you are determined to improve the conditions of Government schools, then I have a formula for you. For instance, you want to have a model school. All right ; you will pump in Rs. 900 crores. You have got Rs. 1500 more for education. Now a chunk of it will go to the model schools. The model school at the district will be for 'S'X' number of students ; 'Y' will remain out. Suppose into that school, 'Y' will also come in, where do we get funds for it? Only for 432 model school, you require Rs. 1,000 crores.

But I am telling you that there are government schools, primary schools and middle schools numbering 7 lakhs. I accept the Ministry's figure. Primary schools are an odd number of 5 lakhs. We have two lakh middle schools. All these seven lakh elementary schools must have democracy. These schools do not

[Prof. Saifuddin Soz]

have charts. Somewhere there is no black-board. They have no science kit and science is very important. In NCERT, I saw a science kit. Some tools are meant for primary schools and middle schools. I asked the price for them. (*Interruptions*). This is more relevant to the Minister.

SHRI P.V. NARASIMHA RAO : It is not sounding any relevant any more.

PROF. SAIFUDDIN SOZ : That kit will cost you only Rs. 500/- and for middle schools, it will cost you only Rs. 800/-. If you provide all elementary schools with Rs. 500/- for purchasing that kit, it will not cost you more than Rs. 40 crores. Do you have this provision in your budget? Not at all. And the money you are spending on middle schools...

SHRI P.V. NARASIMHA RAO : No, no, this is very unfair. You should not jump to the conclusion that we have not written there that every school is going to get this kit ; we are going to spend something on elementary education; there is something like a figure of money, an amount of money ; out of that, we can always help these schools as I am going to say that we are coming up with a lot of assistance to the school education programme. So, you need not pin-point on that. That is well-known. You please tell me how to make it compulsory ?

PROF. SAIFUDDIN SOZ : This is the question of funds. Where are the funds ? There is no fund. Elementary schools will be selected for pointed attention. That is not there. Therefore, I say in government schools, you have no black-boards, you have no illustrations, you have no science kits and you have no infrastructure. Then talking of non-formal education is not the point.

MR. DEPUTY SPEAKER : Shri Ratnam,

PROF. SAIFUDDIN SOZ : Educa-

tion is very basic. You can extend some time.

MR. DEPUTY SPEAKER : I had allotted for you five minutes. Then it went on to 12 minutes. Now you have taken 25 minutes. Others have to speak. I am sorry. If anything more you have got, you can give it to the Minister in writing. This is too much.

(*Interruptions*)

PROF. SAIFUDDIN SOZ : It is not a political discussion ; it is a discussion on education. (*Interruptions*). You give me ten minutes more. You pump in some money for the Higher Secondary Schools of all the States. (*Interruptions*) I am not opposed to the question of model Schools, but that could wait. In so far as the emphasis is concerned, there we differ, not that I am against the idea of the model schools.

MR. DEPUTY SPEAKER : Please take your seat.

PROF. SAIFUDDIN SOZ : I can conclude with some suggestions.

MR. DEPUTY SPEAKER : Suggestions you can given later on to the Minister.

PROF. SAIFUDDIN SOZ : This is very important.

MR. DEPUTY SPEAKER : It is enough. Everything is important. Please take your seat.

PROF. SAIFUDDIN SOZ : I will keep standing. This is not correct. Why don't you understand it ? I am not talking in Hindi ; I am talking in English and you must understand that this is very relevant.

MR. DEPUTY SPEAKER : I cannot go on like this ; this is too much. I have to accommodate other members also.

PROF. SAIFUDDIN SOZ : I have to speak something very important by way of budget.

MR. DEPUTY SPEAKER : What you spoke in 25 minutes was not important.

16.00 hrs.

No, no. You have already taken twenty-five minutes. Why did you not say all the important points then ?

[Translation]

PROF. SAIFUDDIN SOZ : I shall write to the hon. Minister, but that is a different thing.

[English]

If you are interested in education, why not give more time ?

[Translation]

What is the hurry ?

[English]

MR. DEPUTY-SPEAKER : When the Minister replies, at that time you can mention your points.

PROF. SAIFUDDIN SOZ : I will conclude in five minutes.

MR. DEPUTY-SPEAKER : No.

PROF. SAIFUDDIN SOZ : I will conclude in five minutes.

MR. DEPUTY-SPEAKER : I have given lot of time. That is all I can do, Mr. Jeevarathinam.

PROF. SAIFUDDIN SOZ : I want only five minutes more.

MR. DEPUTY-SPEAKER : When the Minister replies then we will see.

[Translation]

*SHRI R. JEEVARATHINAM (Arakonam) : Hon. Mr. Deputy Speaker, Sir, I am grateful to you for giving me this opportunity to say a few words about the Policy Perspective of New Education programme. At the very outset, I would like to give some facts and figures to prove that both the State Governments and the Central Government have given great importance to educational development and that education has made significant progress during the past 38 years after our Independence. The number of recognised educational institutions has increased from 2,31,000 in 1951 to an estimated 7,55,000 in 1984-85. The total enrolment over the same period in these institutions increased from 240 lakhs to nearly 1320 lakhs. The annual non-plan expenditure on education from the Central and State Budgets has increased more than 50 times over the last 35 years from Rs. 114 crores in 1950-51 to more than Rs. 6000 crores in 1984-85. There is specific constitutional provision also in our Constitution so far as education is concerned. All these facts confirm my contention that education has received the due attention in the national developmental activities.

By 1990 there will be universalisation of elementary education for the children in the age-group of 6—14. Attention has been given to achieve this in the 7th Five Year Plan by including this in the Minimum Needs Programme sponsored by the Central Government. Similarly, schemes have been formulated for achieving the laudable objective of eradicating the adult illiteracy in the age group of 15—35 during the 7th Five Year Plan. To provide good quality modern education with Indian values to talented children particularly from rural areas, it is proposed to set up 432 model secondary schools, one in each district during the 7th Plan. I welcome this multi-pronged strategy to take education of modern times to the door-steps of rural children. I also commend the constructive approach of the Central Government to remove all obsolete equipment in tech-

* The speech was originally delivered in Tamil.

[Shri R. Jeevarathinam]

nical institutions throughout the country during the 7th Plan period.

I would like to bring to the notice of the hon. Minister of Human Resources that at many places in the country permission is being given by the State Governments to the private sector for opening Engineering Colleges, Polytechnics, I.T.Is and Medical Colleges. The private sector is exploiting this opportunity fully for amassing unearned income. They run such technical institutions in thatched houses and huts without laboratory and without equipment. They collect capitation fees of Rs. 5000, 10,000, 50,000 per student at the time of admission. They do not pay prescribed scales of pay to teachers. Such technical institutions in the private sector have become breeding grounds for all sorts of malpractices. Our Education Policy has always been to get the poorest of the poor educated. Pandit Nehru, Shrimati Indira Gandhi and Kamaraj had delicated themselves for spreading education among the downtrodden and they had formulated plans for giving engineering education, medical education, technical education to the poor children in the country. But, in the private sector education has become a commodity for sale to the highest bidder. I am sure that our capable and talented Hon. Minister of Human Resources, Shri P.V. Narasimha Rao will look into this problem and take steps to ban capitation fees in the private sector technical institutions. Due to the fact that Education is in the Concurrent List of our Constitution, the private sector is permitted by the State Governments to open such technical institutions, which become instruments of exploitation. The Central Government should direct the State Governments to take remedial measures for removing such malpractices, to punish the erring private sector educationists and also to take over such educational institutions if the private sector educationists do not mend their attitude and aptitude.

I am happy that Indira Gandhi Open University has been opened in Delhi and

now the students from all over the country will be able to undergo non-formal education and distance education through this institution and its proposed centres in different parts of the country.

The educated youths are the assets of the country. We should not fritter away this national wealth. Our hon. Prime Minister Shri Rajiv Gandhi has given the foremost importance to this aspect of national activity and he has created this Ministry and brought under its purview all the activities that go to create a total man. Our seniormost elder statesman, known for his wisdom commitment to the lofty ideals of the nation, has assumed charge of this important Ministry. Our Prime Minister Shri Rajiv Gandhi has provided Rs. 1500 crores for the development of human resources in the 7th Plan. As our hon. Prime Minister is committed to planned exploitation of natural resources like minerals, oil, power etc., he is also keen to exploit the human resources of the country in a planned way. He knows that poverty in the country cannot be eradicated unless the human resources are developed and exploited in a planned manner. That has goaded him to create this Ministry of Human Resources and I am sure that Shri P.V. Narasimha Rao will make education the most potent instrument for the industrialisation of the country. I need not say that unemployment among the educated youth is definitely due to unplanned development of human resources. We cannot afford to lose the precious human resources in this manner. This is the prime cause for attempting this change in the educational policy of the country.

There is provision in the Seventh Plan for substituting the obsolete equipment in polytechnics. I want to know from the hon. Minister, Shri P.V. Narasimha Rao whether this facility will be extended to private polytechnics and engineering colleges also. I would like to tell him that he should re-examine again if such financial assistance should be given to private sector technical institutions for this purpose.

Unfortunately for the last one month the teachers are on strike in Tamil Nadu. The teachers should know that strike is not good for the country. If they have grievances, they should meet the Chief Minister and get them redressed. They should pay heed to his advice in this matter. I suggest that they should suspend their strike. The Chief Minister of Tamil Nadu should also invite the teachers for setting this issue. The education of children is suffering due to this strike.

[*English*]

SHRI P. KOLANDAIVELU (Gobichettipalayam) : On a point of order, Sir, With regard to the teachers problem, that is everywhere. Even in Delhi about 7000 teachers are on strike. It has become a practise on the part of teachers to go on strike. Actually the children are not able to go to schools because of their going on strike. Are you supporting teachers' strike, Mr. Jeevarathinam ? Already the Tamil Nadu Government has gone into this matter in detail and it has appointed one-man Commission for this purpose. Why is he mentioning all these things here ? It is a State subject.

MR. DEPUTY SPEAKER : He is requesting the teachers to withdraw the strike.

SHRI R. ANNANAMBI (Pollachi) : The State Government of Tamil Nadu has already appointed one-man Commission to go into this problem.

[*Translation*]

SHRI R. JEEVARATHINAM : I am speaking in support of you. The teachers should withdraw their strike. Can we remain silent spectators while the education of the children and students is suffering ? My theory is that the teachers should not resort to strike to get their grievances redressed. They should withdraw their strike. The Chief Minister of Tamil Nadu should call them for talks. There must be an end soon to the strike of teachers in Tamil Nadu. In conclusion I demand that the life of national leaders

and the Father of the Nation, Mahatma Gandhi and all those who had sacrificed their lives for the freedom of the country must be made compulsory subjects of study in schools and colleges.

With these words I conclude my speech.

SHRI SHYAM LAL YADAV (Varanasi) : Mr. Deputy Speaker, Sir, first of all I would like to congratulate the Hon. Prime Minister, Shri Rajiv Gandhi that after coming into power he thought of making radical changes in the existing education system and moved a Motion to this effect in the House which has been under discussion since yesterday. A very serious discussson is taking place in the entire country at various level since the time this Motion has been moved and I hope that the final policy to be formulated after all these discussions would prove helpful imparting practical education in villages and cities and everybody would be benefited thereby. It is true that after independence many commission were set up to suguest changes in the education policy. Those commission gave valuable suggestions also. Many of their suggestions were accepted and many others were not accepted. Many Members have expressed their views about the existing education policy. It is true that in the Motion many factual things have been incorporated and reality has been accepted. Hon. Minister of Human Resource Development, Shri Narsimha Rao is an orator and efficient administrator. Initiating discussion on this Motion, he has expressed certain feelings with which, I understand, no person in this House or outside would differ. What he stated is a universal truth. He himself has said that Government wants to adopt a pragmatic approach and review the position in the light of the difficulties experienced during its implementation.

I would like to make a reference to 2-3 things only. Firstly, the existence of party politics among the students and the teachers has vitiated the academic atmosphere to an extent that no system is working smoothly. In universities and

[Shri Shyam Lal Yadav]

colleges syllabi have not been completed no higher education institution is free of party politics. Incidentally there is a provision in our Constitution under which teachers can be elected to Vidhan Parishads and a separate electoral college has been provided for them which gives rise to party politics. This resulted in formation of unions in universities and colleges and that is where they are initiated into politics. As has been expressed by several Members in the House, I would also like to say that all the parties should work together to ensure that they remain aloof from politics. All the schools, colleges and universities should remain aloof from politics and an academic atmosphere should be created there wherein they engage themselves in studies, teaching and research.

The second thing which I would like to say is that in the matter of education, the State Governments are required to do most of the work. Although education has been kept in the Concurrent List, yet the major part of the responsibility of implementing the education policy is to discharged by the State Governments. There is divergence from state to state due to policy, language, geographical position and traditions of the States. This thing will remain but gradually Government is taking over education. In Uttar Pradesh, from where I come, the Government have taken over the work of disbursing salaries to teachers and making appointments of teachers. Government accords recognition to schools and colleges and nobody can open a school without the permission of Government. Previously, the management of primary education was in the hands of local bodies. Now, the State Government has entrusted this job to the Basic Education Council. In this way the State Government has taken over the entire responsibility, but their financial condition is not good. They do not have adequate funds. It is true. Many Members have also said this thing. That is why a doubt arises in this respect. While replying to the discussion, the hon. Minister should throw light on this aspect. His deputy has used very

charming and attractive words and phrases in his speech, but he has also not thrown light about the resources required to implement this policy and the share of the Centre and the States in respect of the expenditure to be incurred on it. I do not want to repeat the suggestions given by other hon. Members in regard to resources. I would like the hon. Minister to enlighten us as to how it will be possible to meet the expenditure on the present education system within the existing resources.

I feel that the State Governments are responsible for deterioration in the standard of education. In our country, which has a democratic form of Government, common people will have to bear the education expenditure. They will also have to run our educational institutions. In this country the people have set up schools from primary level, high school level and college level. People extended their cooperation and they gave funds also and Government accorded recognition to them. Later on Government paid grants to them also. The private institutions played a major role in this field.

[*English*]

SHRI S. JAIPAL REDDY : Which private institutions have done, Sir ?

[*Translation*]

SHRI SHYAM LAL YADAV : I am saying this thing about Uttar Pradesh where individuals set up schools from primary level to high school level and degree college level. Government paid grants to them and now Government have taken over the management of all of them.

What was the result thereof ? The result was that peoples initiative came to an end and the teacher also are not amenable to discipline as they have become Government employees. Previously they had some sort of fear but now Government is not able to exert any pressure on them. Government has become helpless. Now the Government of Uttar Pradesh is not in a position to give grant

to any new school in its budget. Now, Government do not propose to give recognition to any school. When Government have not made any increase in the budget, how will it give recognition to a school and give grant to it? We have opened a school in a village of Uttar Pradesh. The school exists but Government cannot accord recognition to it because the State government have not made any provision in the budget for new schools. It has no funds. It is a mockery of education.

Primary education, which was under local bodies earlier, has also been taken over by the Government. I have myself studied in a Primary School of a village. The facilities which were available in a village school in 1930-35, are not available to my grandson now because there is no private initiative now. There are no school building now in the villages. There is no floor mat (Tat-Patti) in the school on which students could sit. There are no chairs for the teachers. These days the village teacher sits on a raised platform made of earth, when such is the economic condition in the country, it is no use saying all this.

You should, therefore, have a discussion with the State Governments. When they have taken over the entire responsibility, what work would be left with the local bodies then? Today, the local bodies do not have any control over the teacher, because their Unions have become so powerful that they are not able to exercise any control over them. Basic Education officer; Basic Education Council is not able to exercise any control over them. There is no check on the performance of a teacher now. Earlier, members in District Council and Members of Municipal Corporation had control over the teacher, but that control is no longer there. Now they cannot make any complaint against the teachers. Even if they make any complaint no action is taken on it. Complaint is made to the officer and he submit report to the Minister. The Minister would of course not make a personal enquiry, so the complaint would be sent to the officer for the inquiry.

Therefore, if education policy is to be implemented successfully, I think it would be expedient if private initiative is encouraged again in this country so that people may mobilise private resources to run their own education institutions. Of course, the Government must exercise control over them. The Government should see whether the institutions are running or not. Higher education may or may not be under private control, but for primary education, private initiative must be there.

People go in for higher education, because they get employment thereby. We send our children to get education upto High School, because it helps them to get employment. If he does not get a job, we ask him the study upto intermediate. If he does not get a job, we ask him to study upto B.A. or M.A. Our aim is to get him a job. The student has to get higher education under compulsion. If one does not get a job, one drops out. The number of drops outs is increasing. Had you been able to provide jobs to all, they would have preferred employment to studies. Everybody wants to join Government service because there is good salary and extra income, and they do not have any work to do. Earlier, there was work for all the seven days, but now there is five days week for them. All the persons want to join a job having little work. Even if a person has ten bighas of land, a house to live in, he would still prefer a Khalasis job in the Railways. Even if he is a graduate or a post graduate, he wants to work as Khalasi or even as a casual labour in the Railways, because he would get regular salary there with little or no work. You say that jobs should de-linked from degrees. It would lead to further trouble. After all where will these children go? (*Interruptions*) If they do not study, the problem is not going to be solved. If the degree holders do not get jobs, what will they do?

SHRI P.V. NARASIMHA RAO : They would be in the category of educated unemployed.

SHRI SHYAM LAL YADAV : That would not happen, their condition would

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be same in the category of the educated unemployed. If the people start getting jobs and services, they will not go in for higher studies, as in the case in other countries. There is no need to continue studies upto B.A., M.A. or even higher level. As soon as a person gets a job, he will discontinue his studies. I would, therefore, like to submit in this regard that the primary education should be made universal and arrangements for teaching should be made. If there is universalisation of primary education, there would be so much requirement of teachers that a large number of people would get jobs. There are persons who are waiting for teachers job since 1974 after taking training of B.T.C. They are hoping that perhaps they might get a teacher's job some time. Now training of B.T.C. and J.T.C. has been stopped. Earlier, there used to be as many as four schools in every district, but now there is only one school in each district. The problem cannot to be solved in this manner. It is correct that a large number of people have got jobs through education. They have got jobs in their villages and near their houses, but due to take over by Government and because of party politics in education, there is erosion in the sense of responsibility and people are not getting the benefit.

I would like to say something about the three language formula. If the nation has to adopt a national language and the country has to remain united, three language formula will have to be adopted strictly and this thing cannot be left to the State Governments. They may adopt any three language - Hindi, English and one regional language. The people of the North.....

SHRI NARESH CHANDRA CHATURVEDI (Kanpur) : The language which is there in the constitution would be taught or do you want any other language?

SHRI SHYAM LAL YADAV : It would be better if in the States of Northern India, a language of the south India is taught. The three language formula is there, but it is bypassed by teaching

Hindi, Urdu, English or Hindi Sanskrit, English. It should not be bypassed in this way. A South Indian language should be made compulsory. It is not difficult to learn or speak a South Indian language. In my city, Varanasi, all the languages of the country are spoken. The persons speaking these languages reside in Varanasi and the people of Varanasi understand all of them. The residents of Varanasi understand all the languages in trade, practice, markets and religious places. It is not at all difficult. Efforts should be made in this direction. If there is any complacency in the implementation of the three language formula, it would jeopardise the unity of the country and we would never be able to develop a national language.

Sir, I would like to say one thing more. At places there are Central Universities and at many places, there are State Universities. The rules, regulations and the pay scales of the state universities are different from these of the Central Universities. There is a wide difference between the pay of a teacher of a state University and that of the teacher of the Central University at Varanasi. This disparity should not be there. It must be removed. All the teachers are equal. There should be uniform pay scales and uniform grant should be given to the State Universities and the Central Universities. There should not be any discrimination.

You have said that model schools would be opened. You have already opened Central schools and they are functioning very well. People want to admit their children in Central schools, because of the good standard of teaching there. These schools are good schools. You will be paying better pay scales to teacher in model schools and providing more equipment and additional funds. It would create heart-burning and resentment among all the teachers. Demand would be made from everywhere to open a model school there. Your central schools itself are model schools. These schools should be strengthened. In every city, in every district and at all the major towns, Central Schools should be opened. The state Governments have their own schools and colleges. Their schools are also good schools. These schools could

also be developed and funds should be provided to them. There is no need to waste money on model schools. These model schools should not be opened. When you are not able to provide Primary education and cannot open colleges and schools, when you cannot provide grants for the education of girls, you should not open model schools. This would be a waste of money. I would like to submit that the officers working in Delhi want to pay handsome salaries to some high people and the wards of well placed people would study there which would serve no purpose. There would be great resentment among the people. There would be Model Schools at one place and there would be ordinary schools at other places. If help is provided to a school, any school could be converted into a model school. The primary education has been totally ignored in our State. The hon. Minister of state is present here. The structure of Primary education has collapsed. Kindly raise the standard of Primary education and money should not be spent on new schemes. If the primary education had been imparted properly, nursery schools would not have been opened in every village. These days nursery schools are being opened in every village in our state and people are paying higher fees. People are sending their children through motors and buses, because the people in the villages can afford to pay more money. The standard of primary education is at the lowest ebb. I would like to make one more submission to the hon. Minister. The money given by way of subsidy or subsidy or free food is all going down the drain. All the money is flowing into the sea of corruption. There is provision of giving mid-day meal to the children; but how many children are able to get it. There is always complaint in this regard. All the money goes waste. You may provide medicine worth 15 paise or any other item, but providing subsidy or grant would be of no use, because the money is not utilised properly. We are aware of this fact, because we visit the countryside. An M.P. visits the villages, but when he becomes a Minister, he forgets the villages. I fail to understand why one forgets villages when one steps into the Secretariat. You should know how money is

wasted in the villages. The grants provided for any work, are pocketed by the employees. It is very difficult to prove it, because it is difficult to produce evidence. In our country there is a tendency that howsoever corrupt a person might be and he might have committed any crime, he is not dismissed from service and is given only a minor punishment. How can then corruption be checked? What would the hon. Prime Minister or the hon. Minister do, when there is so much moral degradation in the country. One single person cannot bring about improvement. Money should not be wasted on all these things...

(Interruptions)

SHRI P.V. NARASIMHA RAO : There is a lot of compassion now.....

(Interruptions)

SHRI SHYAM LAL YADAV : You should not show compassion. So much money should not be wasted. Action is never taken. The person who makes the complaint does not come forward to give evidence. I would like to submit that special emphasis should be laid on Primary education and private initiative should be revived. The state governments should be asked to provide maximum assistance to these institutions so that these institutions could be strengthened. With these words, I express my thanks to you.

[English]

SHRI G. M. BANATWALLA (Ponnani) : Mr. Deputy-Speaker, Sir, I sympathise with the hon. Minister because he suffers not from paucity of funds but from constraints of resources. He has to do his best within the constraints of resources. Otherwise all of us are sure that the hon. Minister himself would be the happiest man on earth to find the Indian society as the most educated society.

16.28 hrs.

[SHRIMATI BASAVA RAJESWARI
in the chair]

It is within the constraints of there resources that the best strategy has to be

[Shri G. M. Banatwalla]

formulated with a view to meeting the laudable goals that have been set forth.

I have, therefore, to restrict myself only to a few areas to highlight the need for remedial measures where certain distortions are being observed. For example, we all emphasise the need for vigorous action with respect to universalisation of elementary education. But our efforts are not as vigorous as they should be. It is not only that. But we should see the trend that is there. As far as elementary education is concerned, its share of 56% in the First Five Year Plan dropped to 36% in the Sixth Plan. On the other hand, the share of university education went up from 9% to 16% during this period. Therefore, I would say that vigorous remedial measures are needed if we want to do something worthwhile in our concept of universalisation of education.

Similarly, I may point out another distortion. While 72% of our population resides in rural areas, only 44% of the total expenditure on education is in rural areas. These are certain areas that need correction and remedial measures. We talk of electronic age and gadgets. These are welcome. Every effort to modernise education should be welcome. But, at the same time, we have to remember the paucity of even simple teaching aids in our schools. As has already been pointed out, our schools lack even black-boards and we have started talking about computers and so on and so forth. I must, therefore, say that we must have a very hard look at our priorities.

The need is also to improve the quality of education. It is well known. But here I must stress the need to have an Indian Education Service in order to be able to carry out our objective of improvement in the management of the educational system. The Service dedicated to new policies can be initially raised from the present cadre itself.

I may go over to the question of the UGC and make a remark that there is the

need for a Branch of the UGC in South because lot of time and expense is involved in getting UGC clearance for various projects. There are already complaints and we must take cognisance of those complaints that while the Northern Universities are getting higher grants by UGC, the legitimate needs of the Universities in the South are being ignored. In order to correct this picture, I have said that a Branch of the UGC be established in South. Of course, I come from Kerala. Therefore, I say it should be in Kerala. I represent Ponnani. I say that it should be in Ponnani. But that is a different matter altogether. The question is that a properly located Branch must be there.

We have all been talking about women's education. Without going into figures and verbosity, I may here emphasise the need for more women's universities on the lines of SNDT that we have in Bombay. We must think of more women's universities on the lines of SNDT. Teachers are also a neglected lot and their problems have to be also considered. I find that teachers nowadays are burdened with a lot of paper work rather than with the process of teaching and learning.

Since the time at my disposal is limited, with these general remarks, I must come to certain special areas which need operational strategies. It is disappointing to find that this entire document has no word about minorities and the education. Not a single word is there. This is an area which calls for adequate operational strategies.

There are All India decisions with respect to educational facilities for the linguistic minorities. We find that these All India decisions are not being implemented. I may refer only to the question of Urdu. Take only this one State of U.P. What is the position? We find that in UP, as far as Urdu medium is concerned, in primary education, the number of primary schools in 1974-75 was 2,546. The number has gone down, rather than increasing to meet the situation. In 1979-80 it came down to 1,756. The number of attached schools

In 1974-75 was 1,460 and it came down to 340 in the year 1979-80. We do not have the figures with respect to the other years given in the Reports. This is rather surprising. The number of students in U.P. in Urdu-medium schools in primary education in 1974-75 was 2,74,633 and it declined in 1979-80 to 2,10,192. In the case of secondary education the position is still worse; in 1976-77 the number of Urdu-medium secondary schools in U.P. was 223 and it declined to just 87 by 1979-80. The number of attached schools in the secondary education was 354 in 1976-77 and it declined to 101 in 1979-80. The number of students during this period declined from 27,663 to 17,660. The point I am making is that there is no adequate provision of educational facilities through Urdu-medium according to even all India decisions. Therefore, this is an area that needs remedial measures.

Madam Chair-Person, a survey was undertaken of various districts spread over the country with respect to Muslim enrolment in schools and colleges, and we find that in elementary schools the percentage of Muslim students was 12.39 in the secondary schools 10.70, in the high schools 4.0, in XII Standard 2.49, in engineering 3.41 and in medical 3.44. It is, therefore, very clear that at higher levels the Muslims are at least three to four times behind the other communities, and the drop-out rate among the Muslims is higher as the level of education goes up. Therefore, there is a need, as I said, for operational strategy in this respect.

Our late lamented Prime Minister Shrimati Indira Gandhi had suggested in her direction in the year 1983 that more and more technical institutions, schools and colleges and polytechnics should be opened in Muslim areas. This was her suggestion. What is being done with respect to implementation of that suggestion? It was a very good suggestion that we had from her, and I must request the hon. Prime Minister to see that, when the policy is finalised, these suggestions are properly implemented...

MR. CHAIRMAN : Please conclude.

SHRI G.M. BANATWALLA : I will conclude in a minute.

Liberal grants need to be given to the training and coaching schools for preparation of Muslim youths and the youths of other minorities for higher services. Similarly we find that income-tax rebate can be given to the individuals who come forward to pay scholarships to deserving students from the minorities and other socially handicapped communities.

I must, before I conclude, refer to article 30 of the Constitution and say that there is a tendency to interfere unnecessarily with the working of the minority educational institutions. Permit me to say that such a thing came up in Tamil Nadu and also in Karnataka. We must, from the Central level, see to it that such interventions are not brought about.

I must also say that, in Delhi, we have the Jamia Millia which is still a deemed University. Its status needs to be raised to that of a full-fledged University. More grants are needed for the Jamia Millia University and also for the Aligarh Muslim University.

I, therefore, say that it is rather disappointing to see that not a word with respect to the special strategies needed for the minorities in the field of education is there in this particular draft, in this document that we have. The document is for a national debate.

MR. CHAIRMAN : Please conclude Mr. Banatwalla. I have called the next speaker.

SHRI G.M. BANATWALLA : I will obey you in a second.

This calls for a national debate. I congratulate the Government for having called for a national debate before the formulation of the policy. I hope that in the formulation of the policy all these matters that are being raised will get due weight and consideration from the Government.

MR. CHAIRMAN : Mr. Kurien, There are 20 speakers more I will, therefore, request the Hon. Members to restrict their speeches for five minutes.

[*Translation*]

SHRI RANA VIR SINGH (Kaiser-ganj) : This is a very important matter. Every one of us should be allowed to express our views. 5-7 minutes are not sufficient to express one's views on a subject concerning nation building. (*Interruptions*)

[*English*]

SHRI K.S. RAO : Form the beginning the people who spoke as they liked and the rest of the people are being deprived.

[*Interruptions*]

MR. CHAIRMAN : Let us see how the debate will continue. Please continue Mr. Kurien.

PROF. P. J. KURIEN (Idukki) : You will make up for the time that has been lost, that is my time. I will assure you that I will try to comply with your instructions in regard to the time limit. Thank you for calling me.

First of all, I congratulate the Government and the Hon. Minister for initiating such a discussion with regard to education. Our Prime Minister has announced a new educational policy and the discussion are not only going on here, but in the country for formulating the final educational policy. But I feel that it is not due to the lack of policy alone that we have failed in achieving our targets with regard to education. Of course, our policy perspective was not properly directed and oriented, but in addition to that it was a failure in implementation of the policies. And also the lack of commitment of those who are implementing these policies that has been responsible for the disarray that we see in the educational field.

The Kothari Commission has given us a very valuable document on education. Some Hon. Members have referred to

it. The Report starts with the rhetoric that India's destiny is shaped in her classrooms. This is from Kothari Commission. It was already there. But we did not give much importance to these recommendations and actually we did not bother to implement them sincerely.

Education is the total personality development of an individual. I am very happy that it is considered to be part of the development of human resources. It is the correct perspective. I should congratulate the Minister for bringing back education from the wrong track to the right track. I am also happy that a person none other than Shri Narasimha Rao who is a man of letters is heading this ministry. But the question is of implementation. The question is of resources.

Education is in the concurrent list. But as has already been pointed out the Central Government actually has nothing to do with it. It has at present become entirely the domain of the States.

If you want to achieve our targets in education, first of all education should be really brought into the Concurrent List and the Central Government should implement its responsibility with regard to education. Policy framework alone will not serve any purpose.

When we think of any reform in education, the first and the most important area in which we should concentrate our efforts is primary education. By ignoring the primary education, we are not going to achieve anything because if education is development of personality, total development of the individual, then the basis for that is laid at the primary level. It is at the primary level that the character of a person is moulded. It is at the primary level that his aptitudes are developed. Therefore, primary education should get priority in the implementation. But actually is it so at present? Is it so in our Scheme? We are actually ignoring primary education. To what extent we are lagging behind the target in primary education has already been said with the help of data. So I am not repeating it. I also have it but there is no time.

To me the most important emphasis should be given to the primary education.

It is good that we have some model schools in the districts. I agree it is good. But that will not serve the purpose. What is required is : give more allocation to the elementary education. See that, on the one hand we have not achieved universalisation of education due to so many reasons and constraints and on the other hand, even where there are schools and facilities are not there. Teachers are not there. Even schools, primary schools without buildings, without teachers, without Boards, without other conveniences—this is what we see. This is the main problem. This has to be tackled.

Then there are a number of villages, tribal areas and backward areas where primary schools are not there. The pupils have to travel long distances which is not possible. So to achieve universalisation of education, the first thing is that you ensure that schools are there and they are within the reach of every person and within considerable reach, if possible. No. 2—Give more facilities. Give at least the minimum facilities required in the primary schools. According to me, this is the most important thing and this should be our first priority.

Secondly, with regard to primary education, I would like to say one thing here. I see a very dangerous trend in the primary education. Our system is now producing two types of citizens. I say after some time, you can see two types of nations, entirely two types of citizens. I am not opposing... (*Interruptions*) I am only saying what I am seeing. Actually I see in villages certain students going to English-medium schools, dressed in English style and speaking in English language and in the homes also they prefer to speak in English. And the in same village in the next house you see other students going to the ordinary Government or aided schools and they are taught in their mother tongue and they are a different class. You know these boys or girls who

are going to the English-medium schools, are actually looking down upon the other students who are their neighbours. According to me, this is very dangerous and something has to be done and it is for the Ministry to think about it. It is there in all the States. It is there in Kerala also. Everywhere it is there. This is no good for the development of human personality... (*Interruption*) . However, if we want to develop our citizens with love for our country, with love for our national leaders,... We should have a common curricula and a common medium of instruction. At least at the primary and elementary level the medium of instruction should be in the mother tongue. If English is to be taught it should be taught as a language, certainly as an important language. So, the question of language is creating a very serious problem. It is for the Central Government to give the necessary directions.

There are thousands of recognised schools. These recognised schools are collecting fees. Son of an ordinary man, however intelligent and efficient he may be, cannot enter the portals of these schools. So, I suggest since these schools are recognised and they are collecting fees and the recognition is with the Government, the Government must ensure that in these schools at least 50 per cent admissions are given on merit to the students coming from poorer sections. I hope the Minister will examine this suggestion.

Coming to the Higher Secondary level I want to say that at the Higher Secondary stage also all these problems are there but in addition to these there is a problem of teachers. The teachers are not well trained. They are not fully qualified. So, the Government should pay special attention to this aspect of training also.

Coming to University education and higher education, I want the Minister to take note of the fact that in this country there are a number of higher educational institutions which are charging capitation fees from the students. It is a serious

[Prof. P. J. Kurien]

matter. The rich can afford to pay any amount and get admission in either medical or engineering institutions. This capitation fees is a serious problem and the Government should do something to see that this practice of collecting is to put to end to capitation fees.

Secondly, the grant given by UGC is more concentrated in cities and not in rural areas and also southern area. There should be equitable distribution of grant by the UGC. I request the hon. Minister to open an office of the UGC in one of the Southern States so as to do justice to the Southern universities.

SHRI SHANTARAM NAIK (Panaji) :
Mr. Chairman, the document "Challenge of education—a policy perspective" is a valuable document which has served as a sound basis for discussion in this House. I will refer to one para, which is a key para according to me, which is going to be the crux of the future education policy. I quote :

"In the history of mankind, education has formed a continuum and a basis for the development of human society. Though development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and enables them to cause and contribute to societal development. History has established beyond doubt the crucial role played by human resources in the development of nations. And the development of human resources is the main function of education."

I think, this summarises the future course of education policy that we may adopt and will have to adopt.

While making suggestions for the future education policy, we have to be concrete

in suggesting subjects, broadlines etc. In this context, I would like to quote what our Prime Minister, Shri Rajiv Gandhi said on 5th January, 1985 :

"Education must promote national cohesion and the work ethic. The grandeur of our freedom struggle and its significance for national integration have to be brought home to every student. Our schools and colleges should acquaint the younger generation with India's ancient heritage and culture. The curricula and books should curb parochial and communal interpretations of our composite culture."

This is one of the principles which should be emphasised and the policy direction given to the State Governments to incorporate the subject of culture and heritage in all stages of education.

There is another aspect and that is that we should increase the scientific temper in the minds of the students. Today in the text books, there are some old stories, which are fictions, far away from truth. The text books tell them the existence of God with ten heads and twenty hands. We have to remove such ideas so that we do not misguide the students. We have to tell them stories which are based on science and scientific knowledge and not fictions of the remote past which are not realities, and which we ourselves do not believe. It is by this method only that we can increase scientific temper. Indiraji also in her 20-Point programme earlier had stressed this aspect of increasing scientific temper in the minds of the people. It is only right from the beginning that we can inculcate this scientific temper in the children so that we do not find religious fanatics in future. We have engineers, lawyers, doctors and others, but basically their education is not very sound. We should not have religious fanatics, who do not see the broader aspects and see the interest of the country, of the nation as a whole.

Another aspect which I would like you to consider is the environmental science

nd marine science, more so, environmental science. We are today at a stage where environmental aspect has to be stressed.

[Translation]

SHRI RAM NAGINA MISHRA : Madam Chairman, the hon. Member has said that religious people are not nationalist. But I would like to point out that religious people have firm faith in nationalism.

[English]

MR. CHAIRMAN : Please sit down, the hon. Member is not yielding.

SHRI, SHANTARAM NAIK : The subject of environmental science has to be taught, right from the beginning so that in future, the student community or citizens as a whole are aware of this aspect.

One more thing. Today there is a tendency to demand that the subject of education should be taken away from the Concurrent List. I for one would go the other way. If we are enacting a policy for the nation as a whole, if we want to have a national policy on education, then the subject of education has to be in the Union List. You cannot keep this in the State or the Concurrent List. In fact, either we should keep it in the Union List or leave it to the states. The Union Government has got a very bad experience. The State Government do not listen to the directives issued by the Central Government from time to time.

17.00 hrs.

It is very essential that Education remains in the Union List. Suppose we keep it in the State List, let us see what will happen. When we lay down certain policies to be adopted by different States, we also should see to it that some sort of punishments are also laid down for not following those policies properly. If no action is taken by the State Governments to implement the valuable policies that are being laid down, then it will be of no use.

Another thing that we are seeing today is that English has taken over and regional languages are being killed, for which we ourselves are responsible. The Policy Document that has been laid here itself is in English. It is this policy which has killed the regional languages. The National Educational Policy Says :

Special emphasis need to be laid on the study of English and other international languages, World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened. "

Of course, we should not grudge this but we have to specially lay down as to what role English has to play and what role the regional languages have to play.

Lastly, I would like to say something about the institutions run by minority communities. Our Constitution has given very valuable rights to the minorities and very rightly too. I would refer to just one aspect of these minority institutions, which has to be rectified. Teachers in these minority schools have no right to appeal if they are removed from service. They are kicked out like footballs because any appeal against the management is interpreted as an interference into the affairs of the minority institutions. As a result of this, teachers working in those institutions, whoever they may be, do not have this simple right of appeal. If we can remove this defect, keeping in fact, all the good aspects of the minority schools, I think that we will be doing a real service to the people.

[Translation]

*SHRI K. RAMCHANDRA REDDY (Hindupur) : Madam Chairperson, I am grateful to you for giving me an opportunity to take part in the discussion on the vital topic of the Challenge of education its perspective. Education is very important, for it is next only to food for

[Shri K. Ramchandra Reddy]

the existing of man. Education elevates man to human level by helping to eliminate the animal instincts in him. It helps in reducing the fury of animal instinct in the man which is present in him Education bestows on him the quality of discretion to decide what is good and what is bad. It teaches him the nuances of Dharma or the duty and righteousness. It makes him learn the subtleties of morality and justice. (*Interruptions*)

[*English*]

MR. CHAIRMAN : What is your point of order ?

SHRI JAIPAL REDDY : His Telugu is untranslatable.

[*Translation*]

SHRI K. RAMCHANDRA REDDY : He is not the translator. Translator is different. He is capable of doing it. So, education is important for the survival of man. It is more appropriate that such an important Ministry as this is in the hands of the most efficient man Shri P.V. Narasimha Rao. He is a linguist. He is a poet and scholar. He is a versatile generous. He is a "Sthitha Pragna" who can weather any storm. He is a very highly experienced administrator. So, I have no doubt whatsoever that under his able stewardship the Ministry would witness fast expansion. I also hope that education would blossom and spread its fragrance all around under his able guidance.

Reforming the education system has been the subject matter that had been engaging the attention of one and all. But no body and no educationist came forward to take up the responsibility on his shoulders. There was no body to bell the cat. Educationists were damn afraid even to touch the subject. They have proved the fact that they are mortals incapable of shouldering an extraordinary responsibility. But I am happy that at least we could find a person in the form of Shri P G Narasimha Rao who can take up the cudgels and face the challenge. He is determined to reform the present education system come what may. He

is prepared to face all challenges, to brave all the odds, and to stomach all the criticism. He has proved that he is indomitable. I wish him success in his efforts to reform our education system. Madam, as a first step towards this direction, he had introduced this subject for discussion in Parliament to know the views of the hon. Members here. This subject is also being discussed on various fora in the country and many suggestions and recommendations are made by many eminent persons. I request the hon. Minister to take note of all the suggestions made here inside the Parliament and outside Parliament to prepare a comprehensive report on new education policy by incorporating all these views. Now the hon. Minister is firm that the present education system has to be thoroughly overhauled. With the same intention he moved this motion in this House. The men of mediocre ability can never take such a bold step. In words of Bhartruhari "The mean do not undertake any work for the fear of many risks and challenges that may crop up later, the modicore leave the work half completed unable to meet the challenges but the noble will undertake, execute and complete it successfully, come what may". Shri P.V. Narasimha Rao belongs to the category of the nobles who undaunted by challenges, risks and criticisms carry on their mission till the end. That is why he has now initiated the process of formulating the new education policy by raising a discussion to elicit the opinion of the learned and the lay man alike here and outside the Parliament. His efforts is laudable.

What is education? What sort of wealth is the wealth of education? This wealth is better than all the other forms of wealth, for, this treasure cannot be lost. It does not diminish when distributed to others. To quote Bhartruhari again "The treasure of education cannot be stolen, for it is invisible. It promotes happiness. It brings glory and all riches. It cannot be destroyed and remains till eternity." Such is the glory of education. I am happy that the mantle of distributing this wealth of education has fallen on the

shoulders of Shri P.V. Narasimha Rao, who is the right person to do the job.

Madam, speaking about the present education system in the country, I must say that it is not going well. The entire system is crippled and ridden with many defects. It is just limping. The reason for this unhappy position is that of the utter negligence of primary education. Madam, if the education system is compared with a body, then the primary education is its legs and the university education is its body. The body has grown up and become too fat on account of plenty of encouragement it received from the Government while the legs which happen to be the primary education have not received any nourishment and hence are lean, weak and crippled. Weak legs cannot withstand the burden of a strong body. So what we need at the moment is not only strong body but also strong legs to support it. Hence primary education should be encouraged and accorded top priority. Primary education was subjected to negligence all these years. So, there is every necessity to improve our primary education first. The Minister also knows this fact pretty well. I am repeatedly saying this only to highlight the negligence to which it was subjected all these years. Enough care has to be taken in this regard. We have been spending hundreds of crores of rupees on public schools, residential schools and modern schools. The strength of the students who attend these schools is hardly one or two per cent. The number of students attending these schools is very limited. But, just for the sake of these limited number of students we are spending hundreds of crores of rupees. There are lakhs of primary schools in the country which have not even the bare minimum facilities. There are crores of boys who have no opportunity to attend the schools as there are no schools for them. There are no school buildings. They have no furniture not a piece of chalk. There are no students and teachers. This has been the state of affairs with our primary education system in the country. In many areas the student and teachers ratio is horrifying. The teachers handle hundred and fifty students at that time. It is an

impossible task to teach so many student at a time. Neither the teacher teaches nor the pupils learn. So steps have to be taken to improve the situation in this regard. Madam, even the standard of primary school teachers is very poor. Once I happened to visit a primary school. The teacher there was reciting a poem of the Poet Shrinatha. I asked the meaning of the word Bhujanga which appeared in that poem. I was surprised to hear the meaning he gave. According to him the word meant having a limb attached to arm while its real meaning is something else. Madam, this is the standard of our primary school teachers. What can such teachers teach to the students? Hence the standard of primary teacher should be improved first if we are to improve education. Moreover only such persons who are not only learned but also dedicated should be appointed as teachers. Then only the primary education will improve in the country.

Madam, nowadays we hear a lot about national integration. Education is the main tool with which we can achieve national integration. We have already adopted 3-language formula. The non-Hindi people are now learning Hindi in addition to English and their tongue. But the people in the Hindi belt are learning only Hindi Hindi Hindi as three languages under the formula. This kind of attitude on the part of Hindi speaking people is very serious blow to the national integration. So Hindi speaking people should also try to learn some regional language. In fact, the Hindi speaking people should set an example by learning a regional language and then ask non-Hindi speaking people to learn Hindi. That will be more meaningful. Only then the non-Hindi speaking people learn and respect Hindi. There will be an emotional integration of the country.

Madam, Telugu is one of the sweetest languages. It is a very rich and has a very rich literature. The King among the Telugu poets, Shrinatha described this language centuries ago as the best among the languages of this country. Later the Poet King Krishna Devaraya of Vijaynagar empire endorsed this view. Why

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not the people belonging to other regions should try to learn this language? Before asking us to learn Hindi why don't you try to learn our language first. Reciprocity pays better dividends.

Madam, there is a talk about common curricula and syllabi for the entire country. Well, it may be better to have a uniform curriculum for the entire country. Ours is a country of many diversities. We have got many languages, many traditions and different ways of life and backgrounds. So, amidst so many diversities whether it is possible to have a common curriculum? This should be examined thoroughly.

[English]

MR. CHAIRMAN : Please conclude now.

[Translation]

*SHRI K. RAMCHANDRA REDDY:
My party has got 10 minutes Madam.

MR. CHAIRMAN : Already you have taken 10 minutes.

*SHRI K. RAMCHANDRA REDDY:
No I don't think so. So, it should be examined thoroughly whether it is possible to have a uniform curricula throughout the country and whether it is possible to have the same in one common language. Madam nowadays what happens is that a student belonging to one region is not able to pursue his studies in some other regions for, he will be denied admission there on the plea that they have a different syllabus. This should not happen. Any student from any part of the country, must have an opportunity to pursue his studies in any other region. He should not be denied admission. For this purpose the Govt. should enact necessary laws.

I want to say a few words about vocational education. Education is of two types. One is to promote knowledge

and the other is that which helps in getting jobs and earn livelihood so that he can lead a happy life. The education which helps in promoting knowledge is entirely different from the education that provides employment and confers worldly pleasures. Now the time has come to separate these two types of education. This is my suggestion. Madam, our hon. Minister Shri P. V. Narasimha Rao has taken up onerous responsibility on his shoulders to revamp the whole education system. It is a new exercise. I welcome it. Thanking you very much for giving me this opportunity, I conclude.

SHRI RANA VIR SINGH (Kaiser-ganj) : Mr. Chairman, Sir, after a patient two days wait, I have got a chance to speak... (Interruptions) .. The Ministry was reorganised and expanded and many new items have been brought under it. This Ministry has been placed under the charge of the seniormost and the ablest Minister. This has aroused hopes in us that the promise made by our national leader, Shri Rajiv Gandhi will be fulfilled (Interruptions) There are a number of challenge before our hon. Minister. I would like to begin my speech in regard to the points raised by the first speaker of the opposition. While making his speech yesterday, he only showed his ignorance and narrow mindedness. He said that the education system evolved by lord Macaulay is still prevalent. He has cast an aspersion that Tamilnadu does not accept Hindi language because there is no grammer in the language. I would ask him not to raise narrow linguistic and provincial issues. If they do not like this language, they can adopt another language. But if they do not want Hindi they should also not speak against it which may hurt others sentiments. This is the first challenge which I am placing before you. Now I shall come to Karnataka. I was listening to the hon. Member belonging to Karnataka. He was extolling the virtues of education. I would like to tell him that sometimes back one Agam, son of Pandit Ramdin went to Karnataka for technical education. He thought that the education facility would be available there because our hon. Minister

*The speech was originally delivered in Telugu.

says that there is socialistic pattern of society in the country. Shri Agam has just returned from there dejected and frustrated because education is auctioned there. Only the highest bidder can avail of the facility of technical education there. When I asked him to get rid of this feeling of frustration, he retorted how was it possible when there was this joint responsibility of the states and the centre. Education should be a union subject. I shall now say about my State. The hon. Minister knows that education is in the concurrent list. But in Uttar Pradesh it is neither the state subject nor union subject; it has become subject of District Councils. In other words this subject does not come under anyone. A subject for which more than one authority is responsible becomes nobody's responsibility I would, therefore, urge that the practice of auction in Bangalore should be put to an end.

An hon. lady Member was praising West Bengal. I agree that Bengal has produced many intellectuals and great men. It has been the cradle of new ideas and thoughts. At that very time, an old gentleman was whispering into my ear that those thoughts are now getting extinct. We are forgetting lord Buddha and remembering Confucius. The teachings of Swami Vivekanand and Maharshi Dayanand are being forgotten and now we are following new ideologies. I would like to submit to the hon. Minister that he should ensure that we may not forget our ideologies, which are parts of our identity.

Now I shall come to states like Rajasthan, Bihar, Uttar Pradesh and Madhya Pradesh. Today we find that we are forgetting the great contributions made by Rajasthan, Takshshila and Nalanda. We have forgotten the message of Lord Buddha. All the efforts made by Malviyaji and sir Syed have come to naught. We only boast that we are a sleeping giant. In this connection the hon. Minister was saying that the generation which has to enter the Twenty first century is now at the school stage. It is of course commendable that he has accepted an onerous responsibility. You want to

prepare a generation which should not enter the 21st century with a begging bowl but should be equipped to contribute their mite. A few days back I met some students who are being prepared for the 21st century (Bell) I am hearing your bell and I know that the time is short but I would like to have two minutes more. When I met these students, I found that they were underclothed and there was no facility of drinking water and library in their schools. Are these the boys who are being prepared to enter the 21st century. A strong man is needed to eradicate all these evils which have entered into our educational system. Only Shri Narasimha Rao can be that man. We have full hope Shri Rao, whom the Prime Minister has rightly selected, will set the house in order in the educational field and prepare the Indian citizens for the 21st century.

SHRI MOOL CHAND DAGA (Pali) :
Madam, when some skilled artisan gives shape to a stone, rhythm and music is generated. The children are imparted education so as to make them good citizens when they grow up. The way a skilled worker gives a new shape to a stone, a teacher can also mould the life of the coming generation. You should think over it. Who are the persons who have been entrusted this responsibility. When the draft education policy was prepared, the Prime Minister, while inaugurating a function of Delhi University, had said in his mother tongue that there has been decline in the moral standards in the country. India has lost its high ideals. We have to preserve our traditions and we should be proud of them because there is something which has saved us from effacement. But our existence will be in jeopardy if we go on opening modern schools and, do not improve the ones already existing. See the condition of your schools today—A boy becomes a collector after studying in a modern school and the other boy, studying elsewhere becomes a peon. You can ask the people sitting here as to where their children study. They would reply that their children do not read in the village schools, they read in modern schools, public schools etc.

[Shri Mool Chand Daga]

Madam, we had thought that there will be no difference between profession and practice of our countrymen. But I am pained to say that our leaders are asking wherefrom the money will come? If you are really interested in bringing about improvement in the standard of our education and want that our schools should produce citizens who are able to take our country to the commanding heights in consonance with our traditions, you should impose education cess. But you must bring uniformity and universalisation in education. In all the schools of the country uniform basic and primary education should be made available to the children. But, Sir, education is not uniform though it is necessary.

Madam Chairperson, at present we go to colleges not to get degrees, which signify acquisition of knowledge, but to get just pieces of papers. Now a days, it is the examiner who sweats and not the examinee because he remains in constant fear of the student whipping out the knife. We are not paying attention to this aspect and are talking of marching towards the 21st century with emphasis on advancement in science and technology. We are not trying to effect improvement in the institutions already existing. It has been the tradition of our country to identify the latent beauty in us and bring that out. It is not happening so today. Rather we are trying to give importance to the outward beauty. That is why our students' faces are dejected and without any lustre. We are not trying to bring the goodness of heart out. It has been our tradition to suppress lust and bring the inner beauty out. When the beauty within comes out, automatically, there will be light, and illiteracy will disappear. Our saint poet Tulsidas has also said :—

*Poshi parh parh jag mua pandit
bhaya no kol,*

Dhai akhar prem ke parhe so pandit hot.

Therefore, you should educate your children in Indian environment. You are burdening them with books day by day because of which their faces do

not wear any smile. My submissions is that they may be educated in a way that they acquire knowledge, truthfulness and honesty and beauty blooms in them, they are instilled with an urge to love India. These are the basic criteria of education. They should be educated in a way that these feelings are inculcated in them. That is why it has been said :—

Saare jahan se achcha Hindustan hamara.

What is education? Education means that human beings are filled with beauty and it will not come from without, but from within. Only then will we be able to make them human beings in real sense. It has been the tradition of India and it is our foremost duty to follow it.

Madam chairperson, the Hon. Prime Minister has also emphasised that unless we have inner strength, the outward pomp and show cannot uplift us. I, therefore, request that if you want to bring forth our own culture and old traditions before opening modern schools, you must bring about uniformity in education all over the country.

SHRI K.N. PRADHAN (Bhopal) :
Madam chairman, as I have been given the chance to speak in the last, time at my disposal is also less. I do not want to repeat what type of policy has been adopted to-date in our country and what have been the results thereof.

The aim of the step taken by the Hon. Prime Minister is to decide what should be our future policy so that our shortcomings are removed.

Madam, the main feature of our earlier policy was that the decisions were taken by a small group of persons only. Consequently, we could not come upto the expectation of the country to bring a change in it. Secondly, we lacked resources also. This draft which has presented before the country has been discussed at length. When the ocean is churned, it yields many valuable things, which include both nectar and poison. This nectar will take our country forward.

The Prime Minister has entrusted this Department to a person who will swallow the poison and distribute nectar to the countrymen.

Howsoever good policy we may frame, it cannot be implemented in the absence of resources. You have suggested that local community will be involved to spread education in the villages and business houses would be involved in providing technical education there. I feel it is not going to succeed. The way you have framed your Budget, the other sectors will not be ready to part with any significant amount for education. Whereas on the one hand you have lifted some people above the poverty line, on the other hand you have also created an affluent class in the country. Why do you not levy more taxes on items of luxury like refrigerators, airconditioners and cars? Why do you not levy tax on those persons who smoke bidis and cigarettes or consume country made liquor or foreign liquor? You should impose taxes on diesel and petrol, because it is used only by the affluent class besides the public transport. I would like to suggest that taxes should be increased on all the luxury items except the items of public utility. By doing so, we would be able to mobilise more resources and would be able to spend more on education. The resources so mobilised should be earmarked solely for education purposes.

Secondly, we have observed that so far we did not have the will to work. To whomsoever we talked, he did not evince any interest in it. That is why, there was complacency in this regard. They used to say that only God can save this country. Nobody knows what would be the fate of our education? It is a matter of pleasure that an ordinary citizen is confident today that we are going to formulate a good policy soon and that it would certainly be implemented.

Now I would like to place before you two points. I do not want to say anything about Secondary education and University education. Primary education is the most important education. It is at the primary education level that a

student becomes a good human being, good citizen and good Indian before he becomes a good Engineer, Scientist and Technician. If we are not able to make good citizens and good Indians, our country cannot march forward. Our hon. friend of Telugu Desam was asking as to how uniform curriculum can be worked out? I would like to ask why uniform curriculum cannot be prescribed? Will it not be correct to use mother tongue as medium of instruction? We should try to bring about mental development among the children. For this it is essential that he should know about the history and geography of our country. We should teach our students that it is in our country that river Ganga is flowing, though is if polluted at present, yet it has always been a holy river and it would continue to be a holy river in future as well. We can teach our children many things from the very beginning. We can tell them that communalism and casteism are harmful for our society. We can also tell them to adopt small family norm as a large family is harmful...*(Interruptions)*

[*English*]

MR. CHAIRMAN : Mr. Pradhan, please conclude now. There is a Half-an-Hour discussion.

[*Translation*]

SHRI K.N. PRADHAN : I am concluding with a suggestion. You consider primary education upto fifth class. But at present every village does not have a school. Steps should, therefore, be taken to open schools in each and every village. These schools should be upto 2nd class only and there should be one teacher in each school.

[*English*]

MR. CHAIRMAN : Hon. Minister will reply tomorrow. Now there is a Half-an-Hour discussion by Shri Viridhi Chander Jain.

SHRI P.V. NARASIMHA RAO : Are we not resuming after Half-an-Hour discussion?

MR. CHAIRMAN : No...

(Interruptions)

What is there ? I have called Mr. Virldhi Chander Jain.

17.32 hrs.

HALF-AN-HOUR DISCUSSION

Allocation of Funds for extension of T.V. Network

[Translation]

SHRI VIRLDHI CHANDER JAIN (Barmer) : Mr. Chairman, during the year 1984-85, T.V. centres were established on war footing at important places, district headquarters and important cities in the country and we had expected that T.V. network would spread throughout India and the entire country would be covered during the Seventh Five Year Plan and not a single village would be deprived of the facility of Doordarshan. But only an amount of Rs. 700 crores has been provided in the Seventh Five Year Plan, which is quite inadequate. According to the reply which has been furnished in response to my question, border areas of districts of Barmer and Jaisalmer would definitely be benefited, but the border districts of Jodhpur, Ganganagar and Bikaner will not be covered by it. I am very much pained to see how expansion programme of Doordarshan has received a setback in the Plan. I want to lay special emphasis on border districts, because these districts are near the border of Pakistan and as a result T.V. Programmes of Pakistan can be viewed on T.V. in the districts of Barmer, Jaisalmer, Ganganagar and Bikaner. At present especially in Barmer, district only ten per cent of the population is able to get the benefit of Doordarshan. In the districts of Jaisalmer, Ganganagar, Jodhpur and Bikaner, only 10 per cent, 25 per cent, 20 per cent and 15 per cent population respectively has been covered, whereas 70 per cent of population in the remaining country has been

covered by T.V. network. This situation in border areas is deplorable. Barmer and Jaisalmer districts are being taken up during the Seventh Plan, but I want that districts of Jodhpur, Bikaner and Ganganagar may also be included in this programme. I also want that all the divisional headquarters—Jaipur, Ajmer, Jodhpur, Kota and Udaipur—should be linked with the T.V. network. All the divisional headquarters in the country should be linked with the high power transmission. Efforts should be made to link district headquarters of the border area with high power transmission as well so that all the districts in the border areas can avail of this facility. In this connection I would like to ask two questions. First, what is the capacity of the proposed high power transmitter to be installed in Barmer and Jaisalmer districts and how much area and population will be covered by it and what will be its range? Will it be able to cover all the districts and cities? If not, whether one more high power transmitter of ten kw. capacity will be installed to cover all the villages and towns? Second, when will Doordarshan facility be provided through the high power transmitter in Barmer and Jaisalmer districts? May I know whether there is any programme to provide facility of Doordarshan within one year by working on war footing? Will priority be given to border areas over other areas in the matter of providing T.V. facilities? The border areas are the sentinels of the country. We will have to raise the morale of the people living there and acquaint them with the progress of the country. The programmes of the Pakistani Television viewed on our border areas. Can we also not cover Pakistan's border areas so as to counter their propaganda? Will you include Jodhpur, Bikaner and Ganganagar districts in the Seventh Five Year Plan so as to provide the facility of Doordarshan to the people? Will the Central Government make provision of Rs. 1500 crores in place of Rs. 700 crores so as to provide the facility of Doordarshan to all the districts and the divisional headquarters?

Besides, I would like to know the percentage of the population as well as the area that is being covered by the Door-